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The aims, areas of study, specific teaching procedures, assignments, and methods of evaluation of instruction in French, German, and Spanish in grades 7 through 12 are presented. The course of study may be presented as a six-year sequence, a four-year sequence, an alternate program, or an advanced level program. A suggested summary for each grade presents guides for the development of understanding, speaking, reading, and writing of the foreign language. Pupils are permitted to progress to succeeding phases of each skill as they show proficiency. The three basic types of benefits that should be derived by students of foreign languages are linguistic, cultural, and humanistic. The quality of learning is enhanced by making the material as interesting and meaningful to the learner as possible. Methods suggested for teaching a foreign language include the audiolingual method, oral devices, study of vocabulary, reading, composition, grammar, translation, background study of a language, and written assignments. The bases for teaching should include a primarily oral approach, active teaching, use of the foreign language in the classroom, constant practice, and careful attention to individual difficulties. The use of language oral methods of testing are recommended. Professional organizations and quotes and comments are appended. A bibliography is included.							
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M F L
CURRICULUM GUIDE
AND
COURSES OF STUDY
Grades 7-12

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M F L
CURRICULUM GUIDE
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COURSES OF STUDY
GRADES 7 - 12

"Language study is part of general education, helps in the comprehension of other cultures, strongly reinforces the understanding of language in general, including English, and easily transfers its benefits to later study of additional languages."

The New York Times

Penfield Central School District
Penfield, New York

FOREWORD

This Curriculum Guide has been planned to meet and augment the requirements of the New York State Education Department's Syllabi in Modern Foreign Languages. It tries to make its teaching objectives consistent with today's emphases and encourages the teaching of the modern foreign languages as a medium of oral as well as written communication, without, however, losing sight of the humanistic values in the more traditional approach.

Revised: January, 1964
Penfield Central School District
Penfield, New York

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PHILOSOPHY

We believe that education in the twentieth century means preparing the student not only for life in his immediate surroundings but also preparing him for life in the world community.

For this reason we feel that every child should be given the opportunity to study at least one foreign language, so that we may help him to develop desirable communication skills, cultural appreciation, and international understanding.

■

GENERAL ASPECTS

"The study of one or more modern languages, in addition to that of the mother tongue, must find a place in any educational system aiming to preserve and develop the highest powers of the mind and spirit."

UNESCO

International Seminar

Ceylon, August 1953

THE CHOICE OF A FOREIGN LANGUAGE

The Penfield Central School System offers its students a choice of five languages; French, German, Spanish, Russian, and Latin.

Not much testing material is available that would make it possible for us to predict a prospective student's chances for success in studying a foreign language.¹ Generally, measurement experts tell us that in this respect the best predictive instruments are:

1. tests of verbal intelligence
2. tests of verbal fluency
3. a measure of success in the native tongue

Which particular language a student should choose depends upon certain basic factors such as:

1. his interests and bents
2. the requirements of his prospective college
3. correlation with other school subjects (in general, consideration should be given to whether a student's education will lean towards the scientific or humanistic)
4. the wishes of his parents
5. possible later vocational demands

Students hoping to get into the colleges of their choice will improve their chances if they have sound preparation in a foreign language. Even though only 30.4% of American colleges and universities require a language upon entering (some selective colleges have rather stringent language requirements), 83.6% do require it for a degree.²

¹Available are: Language Aptitude Tests, Center for Psychological Services, George Washington University and Howard Language Aptitude Project by Carroll, Sapon, and Richards. The first test is designed to test language proficiency, the second to predict success in spoken language courses.

²Modern Foreign Languages In The High School, U.S. Department of Health, Education, and Welfare, Bulletin 16, p. 48 (Since 1952 at least 16 colleges in 12 states have instituted or reinstituted language degree requirements.)

If a student and his parents, after due consideration of these factors, are still undecided as to a particular language, the choice should remain solely with the counselor. Academically, it really makes no difference which language a student selects. Difference in degree of difficulty is a matter of mind rather than of fact and serious application is needed to learn any second language. A person who has learned a second language well usually learns a third equally as well. In this connection mention should be made of the fact that 4 years of one language are preferred to 2 years of each of two languages.

"The values of foreign language study extend far beyond the important skills involved in learning to understand, speak, read, and write that language. Language study opens the door to an understanding of peoples in other lands, their way of life, their physical environment, their cultural and historical contributions."¹

¹Modern Language Handbook, Bureau of Secondary Curriculum Development, New York State Education Department, Albany, 1957

THE OVERALL MFL PROGRAM

I. Aims

A. General

1. to develop aural comprehension of the language
2. to gain sufficient fluency in speech for idiomatic conversation with correct pronunciation and intonation
3. to learn to read and appreciate foreign language literature*
4. to learn to write
5. to gain an understanding of the foreign language culture by coming into contact with its history, geography, culture, and peoples

B. Specific

1. elementary level:**
 - a. acquisition of a basic set of speech patterns with adequate pronunciation and intonation
 - b. development of the reading skill
2. intermediate level: development of writing skills
3. advanced level: a perfecting, as far as it is possible, of the 3 previous aims by means of more advanced:
 - aural comprehension
 - reading
 - conversation
 - interpreting
 - written reports
 - lectures
 - written and oral résumés
 - translations
 - discussions

II. Areas of Study

A. Audio-Lingual: carefully graded conversation, comprehension, memorization, reporting, reading, picture description, précis work, and structure drills

B. Reading: carefully graded at all levels

* This includes written materials such as newspapers and magazines.

** Any MFL work prior to the Regents-Examination-Year is termed "elementary"; any work beyond it is termed "advanced".

C. Composition (E - FL): functional only at the elementary level; some formal work added later and at the intermediate level; imitated composition at the elementary level; guided composition at the intermediate level; free composition at the advanced level

D. Translation: none at the elementary level; some at the intermediate level; increased translation use at the advanced level

E. Background Study

1. Elementary level* (1st half)

- a. development of the foreign language relationship to English
- b. geography and natural resources
- c. people
 - 1) manners and customs
 - 2) dress
 - 3) recreation and occupation
 - 4) legends and folk tales
- d. political history

2. Elementary level (2nd half)

- a. cultural history
 - 1) art
 - 2) literature
 - 3) music
 - 4) science
 - 5) school system
 - 6) famous FL - Americans
- b. political questions
 - 1) constitution
 - 2) parties
 - 3) government
- c. significant regional features and characteristics

3. Intermediate level: a more intensive study, depending on class preference and needs, of the content of FL-I and II, preferably through original literature
4. Advanced level: a concentration on current cultural, social, political, and economic conditions preferably through FL sources; also, relations of the Foreign Language country with the United States

* Needless to say, all of this can only be very cursory.

III. Specific Procedures

A. Audio-lingual

1. the greatest possible use of the FL in the classroom
2. pronunciation by imitation
3. memorization of poems, songs, and proverbs
4. conversation in the form of questions and answers
5. thought-group reading with filmstrips, flashcards or opaque projector
6. training in grouping of words, intonation and expression
7. drill and practice to master basic word patterns
8. emphasis on listening and reading for comprehension rather than translation
9. use of games, dramatizations, and tapes

B. Reading

1. begin developing the reading skill by assigning:
 - a. copying of printed materials
 - b. writing of substitution exercises
 - c. preparation of material for dictation
 - d. formulation of questions
2. introduce graded readers, newspapers, magazines
3. encourage reading aloud
4. test reading comprehension in class

C. Composition

1. use of functional exercises with careful explanation of assigned work to provide a knowledge of basic grammar; suitable explanations of grammar questions asked by students in connection with lesson context
2. use of composition work and dictation as a means of increasing knowledge of forms, syntax, vocabulary, and spelling
3. stressing of structural differences between FL and English through reading and composition
4. use of questions and answers to give practice in the desired forms

D. Translation

1. accurate reproduction of the thought of the original
2. emphasis on choice of appropriate words with exact shades of meaning
3. training for use of effective English
4. attempt to reflect the style of the original, but retaining, at the same time, use of idiomatic English

E. Background Study: see the chapter entitled "Background Study" in this guide.

IV. Assignments

- A. daily - within the discretion of each teacher (written or oral)
- B. long-range - very limited use at the first two levels
 - 1. research papers or reports
 - 2. FL compositions
 - 3. FL book reports (written or oral)(the frequency and length of these assignments should depend on the ability of individual classes and their stage of language learning at any given time)

V. Evaluation

- A. Elementary and Intermediate levels
 - 1. short quizzes, written or oral, 2 or 3 times a week depending on material assigned
 - 2. 30"-45" tests upon completion of units
 - 3. 10-weeks term tests
- B. Advanced level
 - 1. short weekly tests rotating to cover
 - a. oral and written sight translations
 - b. original composition work
 - c. conversational fluency
 - d. dictation
 - e. supplementary reading
 - f. oral and reading comprehension
 - 2. unit and term tests

OUR JUNIOR AND SENIOR HIGH-SCHOOL MODERN FOREIGN LANGUAGE PROGRAMS

The French, German, and Spanish New York State Syllabi for Secondary Schools give very comprehensive information covering both the six-year and four-year MFL sequences. The outlines of the two sequences are reproduced in this Guide.

Generally speaking, the subject matter content of the first 2 years of the six-year sequence corresponds to that of the first level of the four-year sequence. There is, however, greater emphasis on audio-lingual instruction with proportionately more time spent in actual classroom drill and practice than is possible in the first year high school course. This, we hope, will lay a very firm basis for comprehension and expression so important to later stages of MFL learning.

The basic texts for the six-year sequences are the "Listen and Speak" series published by Holt, Rinehart, Winston. The introductory chapters to the Teacher's Edition of these series are well worth a thorough study for a better understanding of the audio-lingual procedures recommended for optimum results.

It is suggested that the first 3 to 5 weeks of the six-year sequence serve as a training period for the voice and ear. During this time, oral work only should be done, with no reading or writing. If the alphabet is repeated frequently, individually or in unison, and if some phonic and diphthong drills are carried out, the students will be prepared to arrive inductively at the spelling of many of the words they have only heard up to that time. This is particularly true of German and Spanish. (The French students, of course, will already have had some training in this area.) General accent and syllabification rules can also be discussed during this time.

Since all our texts are accompanied by records, students should be urged to buy these for home-study use (or to borrow ours on an overnight basis) to aid them in memorizing the basic structures.

Background study during the first few weeks when there is no other written FL homework. Map-work lends itself well to this. The foreign names will offer further opportunity for pronunciation practice.

SPECIFIC ASPECTS

THE SIX-YEAR SEQUENCE*

The suggested summary of each grade of the two sequences (6-year and 4-year) as outlined is intended as a guide for the development of the four skills, understanding, speaking, reading and writing. The guide indicates the interdependence and progressive development of skills. Schools may permit pupils to progress to the succeeding phase of each skill as they show genuine proficiency. Strict attention should be paid, however, to the interdependence of the skills and to their progressive development.

Grade 7

I. The suggested distribution of time is:

Audio-Lingual:	75%
Reading:	20%
Writing:	05%

II. The audio-lingual phase

- A. Structures and vocabulary are audio-lingually presented and mastered.
- B. A prereading period, without the use of printed material, precedes the use of the textbook.
- C. Dialogues, conversational sequences and pattern drills characterize learnings.
- D. The use of games, pictures, charts, songs and simple poems is widespread.
- E. Memorization of poems, songs and dialogues is prominent.

III. Reading begins with identical speech patterns learned audio-lingually and progresses to recombinations of these familiar patterns.

IV. Writing consists primarily of copying words and expressions in speech patterns, sentences and dialogues learned audio-lingually. Labeling of familiar objects and making picture dictionaries may be utilized. Brief dictations of identical utterances learned audio-lingually and experienced visually may be begun.

*Taken from the New York State FL Syllabi

- V. Cultural content arises from pupils' interests and course materials. Suggested for emphasis in this grade are:

Influences on American contemporary life and heritage
Area information - the FL Lands: (Theme 1) Geography
(general, through the use of maps for boundaries, mountains, important cities), landscapes (through pictures), well-known customs and holidays, principal products and monuments of international fame and importance

- VI. Supplementary reading in English is assigned to develop background.

Grade 8

- I. The suggested distribution of time follows:

Audio-Lingual:	60%
Reading:	25%
Writing:	15%

- II. The audio-lingual phase continues as in grade 7.

- III. Reading progresses from identical patterns to recombinations of familiar patterns which have been audio-lingually mastered. Toward the end of Grade 8, material not previously experienced in class may be read

- IV. Writing continues to be guided. Copying of dialogues and taking dictation of identical speech patterns continue as in grade 7. Guided writing of drill patterns involving simple transformations and substitutions of familiar patterns is continued. Answering dialogue-questions audio-lingually mastered and visually experienced begins.

- V. Cultural content arises from pupils interests and course materials. Topics suggested for emphasis in this grade relate to area information: home and family life, the money system, religion, the regions and their principal cities, salient features in language, recreation, transportation and communication, the capitals.

Grade 9

I. The suggested distribution of time follows:

Audio-Lingual:	40%
Reading:	35%
Writing:	25%

II. The audio-lingual phase

- A. The development of audio-lingual skills continues to be the primary objective.
- B. Structures needed for audio-lingual competence are presented in their most useful forms through pattern drills and dialogues. All structures are experienced aurally.
- C. Vocabulary and idioms of high frequency are audio-lingually drilled.
- D. Conversational ability is developed on specific topics. Integration with text materials is recommended. Directed dialogue from English equivalencies is practiced.
- E. The reading material is used audio-lingually.
- F. Supplementary materials made by native speakers are utilized.

III. Reading contains material not previously reviewed in class and increases in difficulty. Both intensive and extensive reading are assigned. Supplementary reading of simple material in the foreign language may be assigned.

IV. Writing of material already learned audio-lingually continues. Guided writing of drill patterns is expanded to include more difficult but still deducible forms of patterns aurally or audio-lingually experienced. Writing includes answers to questions in which the structural changes involved in the answer are patterned on the question, answers to dialogue questions, and answers to directed dialogue questions of mastered material. Dictations of recombinations of learned patterns are introduced. The writing of patterns or dialogues through recall is included progressively as pupils demonstrate proficiency. Equivalencies of the English are written in the foreign language from English.

- V. Cultural content arises from pupils' interests and course materials and is integrated with the course. Suggested for emphasis in this grade are (Theme 1) areas in the world where the FL is spoken; (Theme 11) highlights of history, outstanding personalities of historical importance, historical monuments, holidays and customs of historical and religious significance, and highlights in education. Topics of Level 1 are reviewed.

Grade 10

- I. The suggested distribution of time follows:

Audio-Lingual:	35%
Reading:	40%
Writing:	25%

- II. The audio-lingual phase

- A. Audio-lingual drill on the remaining structural items needed for audio-lingual competency continues through pattern drills and question-answer responses in selected forms.
- B. Audio-lingual activity is integrated with the reading.
- C. Oral reporting is correlated with reading material whenever possible. Discussion in simple language ensues.
- D. Conversational ability is developed on specific topics. Playlets or skits may be vehicles for performing in dialogues.

- III. Reading includes longer selections of literary value and is supplemented by reading simple authentic materials on a variety of topics from foreign periodicals. Variety of forms of printed materials is suggested. Reading is extensive as well as intensive. Supplementary reading in the foreign language assumes an important role.

- IV. Writing includes what pupils can say, in the form of dialogues, oral reports and exercises on the reading. Writing of drill patterns continues. The writing of language in a style and pattern characteristic of the written language as distinguished from the spoken language may be introduced when necessary. Controlled writing is utilized. Familiar material in the foreign language may be written from English equivalencies. Letterwriting on familiar topics is utilized. Passages heard orally may be written in restated form on previously mastered material. Controlled composition is introduced. Directed composition is practiced.
- V. Cultural content continues to be integrated with course materials. Suggested as suitable for this grade are (Theme II) government; the FL lands; the metric system; further details on cuisine, education, recreation, language, products, transportation and the FL worker; importance of the FL lands in Western economy; (Theme III) important contributions in the realms of art, science, music and applied science, as they arise from pupils' interests.

Grade 11

- I. The suggested distribution of time follows:

Audio-lingual:	20%
Reading:	50%
Writing:	30%

- II. The audio-lingual phase

- A. Audio-lingual drill on the few remaining items needed for audio-lingual competency continues through pattern drills and question-answer responses.
- B. Audio-lingual activity is integrated with the reading. Oral reports are made.
- C. Brief reports in simple FL on salient features of the civilization are made, followed by a brief question-answer period.

- III. Reading is intensive and extensive. Extensive reading expands. Supplementary reading in the foreign language is required. The reading includes significant literary selections supplemented by selections from books on different subjects which may be used for oral reports on civilization.
- IV. Writing continues to emphasize what pupils can say, but includes, progressively, more and more of the forms characteristic of written expression. The writing of structural and other drill patterns as well as exercises based on the reading continues, along with controlled writing and controlled composition. Controls decrease as pupils show ability. Free composition is practiced; compositions are written on civilization topics. Letterwriting continues as part of the program.
- V. Cultural content combines a review of the salient features of the civilization in the foreign language with individual and class projects in special fields. Coordinated with the reading and audio-lingual experiences, the topics in Theme III are developed with special emphasis on art, music, literature and science.

Grade 12

The final year of the six-year sequence aims to integrate and extend the knowledges and skills learned in previous years. Pupils' appreciation of the literature and civilization are deepened, their knowledge of them is increased, and their ability to communicate in the foreign language is extended. Critical thinking is developed. Opportunities are provided for individual research and advanced conversation.

- I The suggested distribution of time follows:

Audio-lingual	- 15%
Reading	- 50%
Writing	- 35%

- II. The Audio-lingual phase

- A. Audio-lingual activity is integrated with all phases of the course.
- B. Oral reports are made on cultural topics.
- C. Conversational topics are reviewed and extended.

- III. Intensive reading of classical and contemporary works in different forms is supplemented by a well-organized extensive reading program. Authors selected are essential to a minimum understanding of the epoch. Backgrounds are developed. Attention is paid to style, theme, setting and historical context. Supplementary reading on civilization topics from books or periodicals may be assigned. Individual reading projects in special fields are undertaken.
 - IV. The writing of free composition is developed. The expression of the written as well as spoken language becomes important. Exercises on correct structural forms arising from individual or class needs may be provided. Reports on the reading, summarizing, paraphrasing and note taking in the foreign language from lecture, tape and books are practiced. Quality and individual expression are stressed.
 - V. Cultural content emphasizes the study of social backgrounds of the literature, integrated with an overview of history. Contemporary works may serve as a point of departure for the understanding of the FL peoples of today. Special projects on art, science or literature may be developed.
-

An alternate 11th or 12th grade program in either the 6-or 4-year sequences has been outlined on the next three pages of this Guide for more "practically-minded" students. Ability, interest, and motivation, of the FL-students should be determining factors as to which of the two programs is chosen.

Alternate Program

I. Suggested distribution of time:

Audio-lingual	- 30%
Reading	- 40%
Writing	- 30%

II. Objectives:

- A. 1. to develop the ability to read more advanced texts with a minimum of difficulty
- 2. to gain further insight into the culture and language arts of the FL country as shown through its literature, both modern and classical
- B. to gain further fluency in speech and conversation
- C. to develop the ability to do more varied and more advanced types of written work
- D. to prepare orally and in writing clear and accurate summaries and reports in the FL
- E. to develop further the ability to translate accurately connected English passages involving foreign language idiom

III. Procedures

- A. Reading
 - 1. For thought content
 - a. classical literature
 - b. contemporary and modern literature
 - c. current newspapers and magazines
 - 2. For memorization
 - a. poetry and songs
 - b. proverbs and sayings
 - c. short anecdotes
 - d. passages from classical literature
- B. Interpreting
 - 1. Dialogues, conversations, interrogations, negotiations
 - 2. Speeches and lectures
- C. Writing
 - 1. Essays and compositions, free or following an outline, and including an autobiography - 1 per week (except when #2 & 3 are due)
 - 2. Book reports - 1 in 3 weeks
 - 3. Research papers - 1 in 5 weeks
 - 4. Letters and replies
 - 5. Precis writing

D. Reporting

1. Oral

- a. prepared lectures based on Realia unit titles
- b. class lectures (10" for preparation)
- c. reports on radio and TV programs, news events, meetings, deliberations etc.
- d. critiques (music, art, books etc.)

2. Written

- a. write-ups of interpreted conversations
- b. class lectures, stories, and reports, re-reported
- c. compilation of reports according to outline given by teacher
- d. write-ups of assigned reading, news events, radio and TV programs

E. Translation

1. Immediate

- a. Oral: news bulletins, telegrams, short letters, speeches of introduction, welcoming speeches, talks, minutes of meetings, court proceedings, conferences etc. (sentence by sentence, paragraph by paragraph, or by thought content)
- b. Written: short summaries of reports, deliberations, decisions etc., translation of passages read at dictation speed and without repetition, re-translation of the same passage, sentence by sentence translations of the first two items.

2. Delayed

- a. letters and documents
- b. newspapers and magazine articles
- c. technical and literary material
- d. dictation

IV. Topics: it is recommended that daily or weekly lessons always be based on a particular theme such as

economics	politics
law	cultural and social life
medicine	travel and communication and
engineering	transportation
science	radio and TV
industry	sports etc.

V. Teaching Plan - a method of touching regularly on all phases of 6th year work might be found in this plan:

Monday - Translating
Tuesday - Interpreting
Wednesday - Reporting
Thursday - Reading
Friday - Writing

VI. Testing - periodic and final testing must consist of the above five major categories in both oral and written form

ADVANCED LEVEL PROGRAMS

These are college-level courses designed for students gifted in foreign languages. The goals of these courses are rigorous and require more than normal application on the part of the students.

If possible, students who qualify for advanced level study should be enrolled in the program over a two-year period.

I. Grade 11

A. Description

1. The student is expected to achieve proficiency in listening, speaking, reading and writing. He is expected to do outstanding work in a specially designed and supervised course of study which is more advanced than normal high school work and which will carry him beyond the traditional two-year college course.

B. Basic Aims

1. the ability to understand the spoken FL in connected discourse
2. the ability to read FL prose and poetry of moderate difficulty
3. the ability to express every-day experiences in conversational FL
4. the ability to write the FL with reasonable ease and accuracy

C. Course Content

1. The 11th grade advanced level FL course consists of readings in relatively modern materials, both literary and non-literary, which are good examples of the FL writing and, at the same time, provide insight into the country's life and thought. Collections of short stories, plays, poems, and essays should be included.

D. Method

About 20% of the time should be spent on lectures and discussions in the FL on literary topics. Students should take notes. The authors on which lectures have been given are read and discussed.

11. Grade 12

A. Description

- 1..This is basically a course in FL literature (of an introductory nature) and is comparable to that of a third-year college course.

B. Basic Aims

1. To develop a capacity for literary interpretation and critical analysis of representative works by major authors in the FL.
2. To develop reasonable facility both in following connected discourse and in setting down original ideas in the FL.

C. Course Content

1. representative readings from a variety of works by major writers of the 18th, 19th, and 20th centuries
2. materials that develop a capacity for literary interpretation and critical judgment rather than mere accumulation of factual information
3. possible divisions
 - a. survey - by eras
 - b. detailed - by schools of writings and trends
 - c. individual - individual authors

D. Method

Students should concentrate on consolidating their notes on the great authors, outlining what they have read, re-reading their book reports, filling in apparent gaps, arranging conferences with their teachers, etc.

E. Examination*

1. Purpose
 - a. to test the candidate's general language proficiency
 - b. to evaluate his skill in literary interpretation
2. Content
 - a. reading comprehension.....50%
 - b. listening comprehension.....25%
 - c. writing ability.....25%
3. Length: three hours

*Most of the examination is devoted to literary interpretation. However, it also includes aural comprehension and composition.

THE FOUR-YEAR SEQUENCE

Grade 9

I. The suggested distribution of time follows:

Audio-Lingual	- 60%
Reading	- 30%
Writing	- 10%

II. The audio-lingual phase

- A. The course begins with a prereading period, without texts or written symbols.
- B. Structures and vocabulary are audio-lingually presented and mastered in context and through dialogs and pattern drills.
- C. Dialogs and brief conversational sequences characterize most of the learning.
- D. Poems, songs and games are used widely.
- E. Oral recitation by individuals is practiced.

III. Reading is begun with material already learned audio-lingually. It is first introduced in identical patterns, later in recombinations of these patterns. Reading that has not been orally presented is introduced gradually during the second half of the grade. Supplementary reading in English, in the form of fiction or nonfiction, provides valuable background material.

IV. Writing is first restricted to imitative writing or patterns pupils have mastered audio-lingually. Copying, writing from dictation and the writing of dialogs used audio-lingually in class form the bulk of the writing. Guided writing of drill patterns is utilized. The writing of answers to dialog questions may be begun.

V. Culture is integrated with course materials and pupil interests. Suggested for emphasis in this grade are:

Influences on American contemporary life and heritage
Areas in the world where the FL is the official language
Area information--(Theme I) geography, the capitals, important products, social customs widely known, political areas of the FL lands; (Theme II) home and family life, religion, the money system
Highlights in recreation, transportation, communication, language

Grade 10

I. The suggested distribution of time follows:

Audio-lingual	-	40%
Reading	-	35%
Writing	-	25%

II. The audio-lingual phase

- A. The development of audio-lingual skills continues to be the primary objective. Audio-lingual activities continue in basically the same fashion as in grade 9.
 - B. Structures continue to be presented audio-lingually, with emphasis on those forms most essential for practical use.
 - C. Vocabulary and idioms of high frequency continue to be audio-lingually drilled.
 - D. Conversational ability is developed on specific topics through the use of dialogs and conversational sequences in conjunction with pattern drills. Integration with text materials is recommended. Directed dialog from English equivalencies is practiced.
 - E. Reading material is utilized for audio-lingual experiences. Individual oral reading continues to be practiced.
 - F. Supplementary activity in the form of poetry, songs and games continues.
- III. Reading becomes more complex. Detailed class preparation by the teacher decreases. Passive vocabulary increases. Supplementary reading of simple material in the FL begins.
- IV. Writing continues to be guided. In increasing measure, pupils write the dialogs and conversational sequences they have learned. Guided writing of drill patterns continues on vocabulary and structure, in transformation, substitutions and integrations, first with those patterns pupils have learned audio-lingually, and later with deducible forms. Answers to dialog questions, and answers in the foreign language patterned on the questions in the foreign language are written. Dictation of familiar material continues. Directed dialog in which equivalencies are written in the foreign language from directions given either in English or in the foreign language is included.

- V. Cultural content is integrated with course materials and pupils' interests. Suggested for emphasis in this grade are:

Theme II

Highlights in history, outstanding historical personalities
Historical monuments
Ethnic composition of the FL people today
The states and their principal cities, products and customs
Holidays of religious and historical importance
Highlights of the education system
Topics of Level I are reviewed

Grade 11

- I. The suggested distribution of time follows:

Audio-Lingual	- 30%
Reading	- 40%
Writing	- 30%

- II. Integration of all four skills with the reading content characterizes much of the activity at this level.

- III. The audio-lingual phase

- A. Structures and vocabulary required for audio-lingual competency are presented audio-lingually as in grade 10, with selections made of most useful forms. Structures and vocabulary not required for speaking competency are aurally experienced. Review of structures and vocabulary of the preceding years is incorporated.
- B. Conversations on topics in a variety of contexts are developed to the point of proficiency. They include factors of area information in situations pupils might encounter with a native or on the native scene. These situations are similar to those in grade 10, but are developed in greater depth. They might be demonstrated through the use of skits or playlets.
- C. Oral reporting and simple discussion begin on topics of interest to pupils, preferably related to the reading.
- D. Aural experience with materials made by native speakers is emphasized.

- E. Pupils restate orally in their words or in another person or tense material they have mastered audio-lingually.
- IV. The reading includes selections of literary value in different literary forms. It is supplemented by reading on a number of subjects, in different forms. Authentic materials such as foreign newspapers and magazines are utilized. Supplementary reading of material in the foreign language assumes an important role.
- V. Cultural content is integrated with course materials and pupils' interests. Suggested emphasis in this grade are:

(Theme II)

The government
The metric system
Details on cuisine, education, recreation, language products, transportation and communication
The FL worker
Importance of the FL lands in Western economy

(Theme III)

Highlights in the contributions to art, science, literature, music and philosophy
Topics of previous levels are reviewed.

Grade 12

- I. The suggested distribution of time follows:

Audio-Lingual	- 15%
Reading	- 50%
Writing	- 35%

II. The audio-lingual phase

- A. The audio-lingual activities are closely integrated with the reading.
- B. Oral reports, in simple FL, Followed by brief question and answer periods, are given on the major features of the civilization.

- C. Aural experiences with authentic materials and invitations to resource persons to address pupils continue.
 - D. The conversations of grade 11 are reviewed.
 - E. Oral reports and discussion of reading material on topics of special interest to pupils are an integral part of the course.
- III. Reading combines cultural information and works of literary merit. Study in depth of several literary works is supplemented with readings of authentic materials from periodicals and books on different subjects. Selections from foreign newspapers, magazines and books form an integral part of the reading program. Supplementary reading of material in the foreign language is required.
- IV. In writing, pupils continue to write what they can say. Written exercises with structural items are used. Controls are gradually decreased in composition writing. Letterwriting continues as part of the program. Compositions are written on civilization topics, including area information, history, and literature.
- V. Cultural content is coordinated into a unified whole to present a balanced picture of the civilization in the foreign tongue. Coordinated with reading and audio-visual experiences, the topics in Theme III (the role played by the FL-speaking lands in the development of civilization) are included with special emphasis on art, music, literature, science and philosophy.

OBJECTIVES

"To impart a knowledge of men, to develop a sense of human solidarity, and to create in young people an intelligent process of self-education -- such are the objectives of the humanistic teaching of modern languages."

Prof. Fr. Closset,
University of Liège

GENERAL OBJECTIVES

"The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no point can the experience be considered complete, or the skill perfect. Many pupils study a foreign language only 2 years; longer time is of course needed to approach mastery. At any point, however, the progress made in a language, when properly taught, will have positive value and lay a foundation upon which further progress can be built. It is evident, therefore, that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it."¹

There are three basic types of benefits that should be derived by students of foreign languages: the linguistic, the cultural, and the humanistic.

The importance of the linguistic aim is self-evident, that of the cultural and humanistic not always so. Nevertheless, it is true that deep and significant benefits come to the language student from the disciplining of the mind and in the broader perspective that he gains when he captures the flavor, culture and traditions of another nation. Therefore, neither one nor the other aims should be stressed to the exclusion of the rest, but a happy medium - with shifting of emphasis where necessary - should be strived for.

To be of lasting value to the student, his foreign language study should present a well articulated program, leading him from elementary to advanced work.

¹"The National Interest and Foreign Languages" p.99

LINGUISTIC OBJECTIVES

Keeping in mind the actual goals of high school foreign language courses, as evidenced by state examinations and syllabi, the linguistic objectives of this Curriculum Guide are, in the order of their importance:

1. Progressive ability to understand and speak the foreign language.
2. Progressive ability to read the FL with direct understanding and without resorting to translation.
3. Progressive ability to write the FL.

"These skills are interdependent. Understanding and speaking are inextricably joined, while reading and writing are built on a solid base of understanding and speaking."¹

¹New York State French Syllabus, page 10

CULTURAL OBJECTIVES

"If language teaching is to lead to greater understanding and is not to remain an end in itself, then the pupil can and must at all stages be given some orientation to help him understand the complex personality of that other nation or group of nations whose language he is attempting to master."¹

The cultural objectives stressed in this Curriculum Guide are:

1. progressive appreciation of the economic, technological, artistic, political and geographic aspects of the foreign culture
2. progressive understanding and respect for the way of life of the foreign culture
3. fuller understanding of the particular foreign language system as to:
 - a. make-up
 - b. origin
 - c. phonetics
 - d. relationship to English

¹Modern Foreign Languages in the High School, Bulletin 1958 #16

HUMANISTIC OBJECTIVES

"Humanism concerns itself with the nature of man in general, with the perfection of human nature through culture, and, last but by no means least, with the sense of brotherhood of all mankind."¹

The humanistic objectives of foreign language teaching according to this Curriculum Guide are:

1. Development of an open mind
2. Perfecting of the mechanism of thought
3. Enrichment of the sphere of thought
4. Ennobling of the mind by direction towards an ideal of beauty, goodness, and human dignity

It is difficult, if not impossible, to "teach" aims 1 and 2 of the humanistic objectives. They are by-products of properly carried out language study. It is possible, though, to orient teaching towards aims 3 and 4 by judicious choice of reading material and skillfully channeled class discussions. It is obvious, that in a two-year language course not too much time can be given to a conscious effort to train the mind. In advanced 6-year classes, however proportionately more time should be spent within the framework of the language study to develop the students' critical appreciation of new ideas, powers of self-expression, and the formation of character.

The study of foreign literature has a humanizing influence. The literature read should be studied for its own sake and should be used sparingly, if at all, as a basis for linguistic exercises. Linguistic analysis takes away much of the value and pleasure derived from reading.

¹ The Teaching of Modern Languages, UNESCO, Ceylon 1953

PROCEDURES

MOTIVATION

It would probably be safe to say that the quality of learning in any learning situation is enhanced by making that situation as interesting and meaningful to the learner as possible. Motivating the average high school youngster to learn for the sheer love of learning is a difficult task.

Teenagers are extremely self-absorbed people--a circumstance probably complicated by rapid physiological change. Therefore, interest and motivation must be equated with "self" in terms of two questions: "How much fun is it going to be?" and "What will I get out of it?"

This does not mean that training for scholarship and mental self-discipline should be neglected, nor, that education should be "sugarcoated". However, it does mean that in a system of universal education and the comprehensive high school realities have to be faced and met.

Motivating factors in language study:

1. letting students have the opportunity to use - in classroom situations or elsewhere-- what they have learned, thus giving them a sense of accomplishment
2. making instruction interesting and stimulating by use of audio-visual aids, activities, and correlation
3. planning participation in national exams since all youngsters want to excel in competition
4. having a system of awards that publicly recognizes outstanding performance
5. giving encouragement when needed and praise when deserved
6. letting students have a hand in class procedure
7. testing only for what has been taught, what is considered important, and what has been gone over in class
8. impressing upon students the need and value of learning languages

The secret of motivation lies in a well thought-out plan that makes use of a variety of effective procedures and interesting materials. This helps arouse and maintain the attention of the student in what he is going to learn and do.

ACCOMMODATING THE GIFTED IN FOREIGN LANGUAGES

Enrichment of instruction can be carried out two ways: by grouping of youngsters according to ability and interest or, as part of the regular classroom situation, by individualizing instruction.

Teachers should be aware of the means and techniques of enriching instruction for gifted youngsters in heterogeneous groups and should be responsive to the special needs of these children. "Gifted children particularly want someone in the school to be close to, to help them, not berate or laugh at them. Most of the youngsters do not need much help. But they do need someone who is interested in them. This is particularly true at the high school level. It is a teacher's job to know his pupils, to provide materials, and to utilize materials. In planning, he should ask himself: 'How many gifted do I have and what are their interests and what are the materials and experiences I can introduce?' "¹

Studies by Dr. Ann Row have shown that most highly achieving gifted students had contact particularly during high school and college, with teachers who took personal interest in them, encouraged them and put them on their own. "The gifted child," she says, "needs individual support by someone who has faith and confidence in him."

Dr. Paul Witty makes the following suggestions for the motivation of gifted children in the classroom:

1. find the particular ability and interests of the student
2. make available "interest books" to bait him
3. find time to let him talk to you individually
4. make use of recognition and praise
5. differentiate assignments in terms of difficulty interest

In individualizing the instruction of gifted children it is important to know and recognize their characteristics, for these form the basis for the additional work they are able to do.

According to Dr. Cyril W. Wolcott, Principal of Hunter College High School for Gifted Children and Professor of Education at Hunter

¹Dr. Paul Witty, Professor of Education, Northwestern University

College in New York City, gifted children show evidence of:

1. earlier physical maturity
2. more rapid learning
3. more imaginative thinking and originality
4. more resourcefulness and creativeness
5. more initiative
6. unusual ability to give and sustain attention

Foreign language teachers can exploit and develop the above characteristics and thus enrich the foreign language experience of gifted students by the following devices:

1. through special assignments such as oral and written reports; supplementary reading or projects relating, in terms of the student's interest, to the life and culture of the people whose language is being studied
2. through appointment to committees to prepare special programs for the class or foreign language club
3. through appointments as editorial assistants to help in the evaluation of written work; or, as consultants, to assist members of the class who need special help with pronunciation, oral reading or other specific aspects of work
4. through appointment to special positions such as language department librarians, foreign language file clerks, audio-visual helpers etc.
5. through promotion to more advanced sections, if available
6. by following suggestions listed under number 8 of "Devices for Background Teaching"

There is a limit, even with gifted youngsters, as to how much they can do to enable them to progress at greater speed in a number of different school subjects. The day is, after all, only so many hours long. With enrichment opportunities being presented to them from four or five different sides, they will naturally gravitate to that subject which interests them most.¹ If it does not happen to be yours, don't be perturbed, but, as far as possible, continue enrichment in class.

¹If time permits, it would be wise to check occasionally with other teachers as to whether each youngster is branching out in at least one subject area.

In the last analysis, it is the drive and personal ambition of each youngster that will determine how diligently he is going to apply himself. You can kindle the spark, feed it, and guide it. The rest is up to the student himself.²

²With occasional prodding, of course, since he is still an adolescent.

CORRELATION

The closest possible cooperation between teachers of languages and other subjects is encouraged so that the living force of the language and its relationship to other subjects becomes apparent and more meaningful to the student. The very nature of language as a means of communication demands this.

Possibilities of correlation with other subjects and areas:

1. Set up a language corner in the library
2. Plan jointly sponsored class attendance with the music department at concerts, operas, and recitals; assist each other, in your respective areas, in the classroom
3. Plan jointly sponsored visits with the art department to art galleries, exhibitions, and museums; assist each other in your respective areas, in the classroom
4. Enlist the help of the home economics department in preparing foreign dishes; translate foreign recipes for them
5. Adhere to the standards set by the English department for written work and research papers; make comparative studies of the forms, modes of expression and literature of the two languages
6. Relate your subject, whenever possible, to international conditions, past and present, for a better understanding of history
7. Relate, by means of oral or written reports, to science and math, particularly if individual students show leanings or interest in these directions

"Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life."¹

¹The Teaching of Modern Languages, UNESCO Conference, Ceylon 1953

METHODS

"Every language must be learned by practice rather than by rules, especially reading, repeating, copying, and by written and oral attempts at imitation."

Comenius

Magna Didacta

1632 A. D.

UNIFORMITY OF METHODS AND PROCEDURE

As was pointed out earlier in this outline, there is no one infallible method in the teaching of foreign language. Each teacher is encouraged to emphasize his own particular field of interest and to employ the methods that he finds most effective in a given situation. Action research is recommended.

However, to keep in step with the changing needs and modified objectives of foreign language teaching, it seems desirable to achieve a certain degree of coordination and articulation of instruction within the department. It is suggested that, as far as possible, the following be the bases for teaching foreign language classes:

Methods

1. A primarily oral approach¹
2. Active teaching (demonstrations, games, dramatizations)
3. The greatest possible use of the foreign tongue in the classroom
4. Difficulties in the matter of pronunciation vocabulary, and construction carefully graded
5. Constant practice, drill, and repetition

Evaluation - a developing of uniform testing methods and, as far as possible, similar types of questions

Procedure - all students should:

1. keep a notebook -folio or ring-type- for projects, study guides, unit outlines, and corrected tests and papers
2. hand in homework and tests legibly written in ink and on every other line of the paper only¹

1. This does not imply the exclusion of reading and writing. It merely means that all new material is first introduced, and drilled, orally.

3. adhere to the technical standards set up
by the English department for all research
papers and themes assigned by foreign
language teachers

4. HAND IN ALL WORK WHEN IT IS DUE¹

¹ Remind students repeatedly of the due dates of long-range assignments.
Also, do not assign due dates too far in advance and do not overdo
project work.

THE AUDIO-LINGUAL METHOD

When, during World War II, a desperate need suddenly arose to teach foreign languages to many men who had never spoken a word of any other tongue but English, there was developed the so-called army method of teaching language. This army method has at various times been called the direct method, the active method, the oral method, and the new method. The truth of the matter is, that it is not a new method at all but almost 100 years old. Gouin, founder of the direct method 80 years ago, laid down a very important principle that has lately been rediscovered.¹ The Berlitz Schools have used the direct method successfully for over 50 years.

Basically, the direct method is a principle or teaching habit that avoids the use of the mother tongue when teaching a new language. This demands a direct bond, a direct association, between word and thing and between sentence and idea, instead of an indirect one through the native language.

The audio-lingual method is a combination of what is felt to be the most salient features of these two methods, in that teaching is first done by hearing and then speaking the foreign language rather than by reading it or having it translated and explained in the mother tongue. However, when adhering to the target language seems obviously roundabout and a waste of time, the use of the native language is quite acceptable. Simple, easily comprehended structures are the first to be taught.

Each succeeding structure must stem from previously mastered material. Mastery is gained by the constant repetition, response, and variation by the student of structures modeled by the teacher.

"Effectiveness of the teaching depends upon the intensity of impressions and the frequency with which they are repeated."²

The true test of whether a student has "overlearned" the material presented is whether or not he can respond appropriately and correctly in the target language to a given situation. If a student cannot respond correctly, the structure should be modeled again, or the entire group should be called on for the correct response. The student should not be expected to grope his way to an answer. If necessary, the whole "model-repeat-respond" procedure should be drilled again.

¹ According to Gouin's principle, sentences are recited and acted out at the same time--their meaning reinforced by the use of action and gesture

² Ibid. p. 61

ORAL DEVICES

The following devices can be used in audio-lingual method teaching:

1. learning of short, useful dialogues or conversations suitable for dramatization in class*
2. acting-out of semi-original dialogues by recombining phrases from previously learned conversations
3. participating in competitive games that afford practice in the use of numbers, previously learned vocabulary, or verbs in specific persons or tenses
4. answering simple questions in the foreign language pertaining to the background study
5. group singing in the foreign language
6. retelling of short stories, anecdotes etc.
7. memorizing rhymes, poems, proverbs
8. having pupils ask each other questions about a certain story or topic
9. having pupils divide into small conversational groups of three or four with a leader in each group
10. picture descriptions

* The basic structures that make up these dialogues will have been taught previously by means of "model-imitation-repetition and response" drill.

THE TEACHING OF VOCABULARY

Vocabulary learning is a natural by-product of all activities carried on in a foreign language class. It is impossible to teach speaking, hearing, reading, and writing without, at the same time, teaching the substance that language is made of: words.

Listing words is not teaching them.¹ All vocabulary activity must be integrated and functional whether by means of reading, translating, writing, summarizing, or any of the other methods used in language teaching. In other words, vocabulary building should be more than the mere accumulation of words and should be associated with the learning of the essential structural features of the language, and should always be concerned with the meaning of words in context.

Vocabulary learning is assisted by the assigning of memorization of songs, poems, rhymes, proverbs, conversations and the summarizing of stories and anecdotes. Interpreter topic charts with concrete visible conversation topics are another aid.

The following pages on the teaching of vocabulary have been adapted from the State Department MFL Syllabi.

¹ However, there is no objection to students' using vocabulary notebooks for re-inforcement study at home. In class, though, vocabulary should be taught and drilled in context.

VOCABULARY CONTINUED

Contextual Learning. In all phases of the foreign language course, vocabulary should be learned through use in meaningful context and not as isolated items in lists paired with their English equivalents.

Direct Association. On the first level of language learning, the nature of the vocabulary is such that identification or description of objects, persons and actions can often be taught through demonstration without the use of English. The establishment of direct bonds in this way between the concept and the foreign word is the most effective method of acquiring vocabulary. The use of English, therefore, should be kept at a minimum as long as possible and, wherever possible, throughout the course. A direct association between the foreign word and its concept is the goal to be strived for in vocabulary learning.

Abundant Practice. As pupils progress, vocabulary expands rapidly. Nevertheless, it is essential to continue the contextual learning of vocabulary in association with familiar words and expressions. As abstract ideas are introduced and complex expression increases, the use of English equivalents may sometimes be necessary initially to convey meaning. Abundant practice of the new vocabulary in meaningful situational contexts, however, associates the foreign word with its concept. The more frequent and abundant the practice, the closer this bond becomes. With sufficient use, the English equivalent fades, and the foreign word and its concept blend in consciousness.

Vocabulary and the Skills. Pupils should be provided with experiences in learning and practicing vocabulary which will correspond to their need for using the new words and expressions in the various skills. This correlation becomes increasingly important as vocabulary expands. Those words and expressions needed for speaking and understanding should be learned and practiced through speaking and aural comprehension exercises; those needed for writing should be written. Where reading material contains new vocabulary, pupils should be informed as to which new words or expressions they are expected to master.

Vocabulary might be grouped into active and passive items. Active vocabulary comprises those items pupils are expected to recall for use in speaking and nonimitative writing. Passive vocabulary includes the items pupils are expected to understand aurally or in reading.

Active Vocabulary. Because active vocabulary is intended for instant recall, the learning of vocabulary and idioms for active use should be implemented by abundant practice in and out of class and in a variety of situational contexts. Only the most practical segment of the spoken language should be selected for active mastery. This vocabulary might be incorporated into language experiences designed for audio-lingual competency or derived from reading text materials which are practiced audio-lingually. The use of this vocabulary in all four skills is recommended to reinforce learning by means of a multiple sense appeal.

Passive Vocabulary. Passive vocabulary required for aural comprehension should always be heard by pupils, in oral reading, conversation and listening to tape recordings. This aural practice should approximate the normal tempo, accent and intonation of a native speaker. The passive vocabulary for reading comprehension eventually far outstrips vocabulary for aural comprehension.

Reading Vocabulary. Active vocabulary of high frequency first encountered in reading should be incorporated into audio-lingual and writing skills. Passive vocabulary required for reading comprehension is most extensive in scope and may be learned for reading recognition only. Text materials suited to the level of the class should contain a variety of useful words in different areas of reading experience, such as history, biography, short stories, plays, novels, anecdotes, poetry, newspaper articles and features, menus, guides, notices and signs. Representative texts and supplementary materials whose content emphasizes the universal rather than the specialized or picturesque might be selected because the aim in learning language as a tool for communication places a premium on absorbing words of highest frequency first.

Multiple Sense Appeal. After the prereading period, active vocabulary is best learned in a sequence of four steps in the process familiarly known as "hear, say, see, write" according to the principle of sequential learning. As pupils progress into the advanced grades, it may not be possible to follow this sequence exactly at all times. As far as practicable the pronunciation of new words and phrases should be presented orally by the teacher or via tape before the vocabulary is seen. Through inference, association, or if necessary, through English equivalents, teachers should make certain that pupils understand the meaning of the words.

Passive vocabulary for aural comprehension might be both seen and heard by pupils. The sequence may vary with the class activity and level of learning since, as pupils progress, much of the vocabulary may be derived from reading material which might be seen and heard at the same time, or read as homework assignment before it is heard. Also, it is advisable for pupils to see material destined for aural comprehension because the aural memory tends to fade more quickly than the visual memory. However, the spoken language is distinct from the written language. In order to understand spoken French, pupils must be given exercise in aural comprehension alone, either before or after the vocabulary has been experienced visually.

Passive (or recognitional) vocabulary for reading comprehension may be experienced aurally and visually or visually alone depending on the level of learning and the type of reading activity. In the early stages most reading will be intensive and will require aural presentation. As pupils progress, more reading will become extensive and require less and less aural presentation.

Building Vocabulary. Vocabulary is absorbed into pupils' habits of expression through abundant practice in meaningful utterances and in situational context. The context might arise in audio-lingual experiences, reading material, cultural experiences or pattern drills. The assimilation of new vocabulary may be aided by such activities as the memorization of dialogs, short paragraphs, poems, jingles, proverbs or series, and by the singing of songs, the dramatization of playlets and the playing of games.

The use of audiovisual aids in building vocabulary or in drilling new words is very effective. Such aids might include:

filmstrips	pictures	moving pictures	posters
wall charts	calendars	game materials	maps
comic strips	cartoons	chalk drawings	slides

Using Inference and Association. The use of inference and association is of vital importance as a device to circumvent the use of English. The development of this skill to derive meanings should be one of the aims in teaching vocabulary. Contextual inference is achieved through placing the new word in a context of familiar words or actions which makes it possible to derive its meaning. The development of this skill to derive meanings should be one of the aims in teaching vocabulary. Contextual inference is achieved through placing the new word in a context of familiar words or actions which makes it possible to derive its meaning.

Contextual inference. Skill in deriving meanings through the context may be developed by:

Associating the foreign word with the object or action
Deriving the meaning of a word through

- (a) Its place in a sentence (To get to the zoo, John had to take bus #3, transfer at Main and Clinton and go on by bus #6.)
- (b) Elimination (For dinner we had fruit cocktail as an appetizer, steak and fried potatoes with asparagus as a main course, and pie for dessert.)
- (c) Synonyms, antonyms, definitions and paraphrasing (The man could not see: he was blind)
(The weather was bad: it was simply dreadful.)
(A butcher is a man who sells meat.)

Inference through Cognates and Partial Cognates. Skill in deriving meanings through cognates should be developed throughout the course. Since usually the FL and English phonetic systems differ widely, cognates given aurally in the FL may not always be recognized until they are seen. False cognates should be pointed out as they occur. Generally speaking, the teacher should point out the close relationship between the FL and English through their ancestry.

Inference through Word Families. Inferring meanings through associating words in word families is of great value.

to love - love - lovely - lovelier - lovable
to study - study - student - studio - studious

Total Vocabulary. Knowledge of vocabulary should be developed so that by the end of the course pupils will have more words:

In their reading vocabulary than in their listening vocabulary
In their listening vocabulary than in their operating vocabulary
In their speaking vocabulary than in their writing vocabulary

THE TEACHING OF READING

No attempt to teach reading should be made until the student has become acquainted with basic patterns of pronunciation, intonation, and expression. Reading is frustrating unless considerable oral ability has been gained before the reading program is begun.

The time for this¹ varies from about three to six weeks and for most students is ripe when they are able to carry on simple conversations without self-consciousness.

Before any actual reading is begun, sounds - particularly those that are represented by diphthongs - and accent should be explained. With the exception of French, it is not necessary to go into the question of phonetics at all. However, if teachers want to experiment with phonetic instruction, there is certainly no objection to this. Our FLES teachers report that teaching reading French phonetically to 4th, 5th, and 6th graders has proved quite successful.

Reading should be taught by giving students the self-same material which they have, up to that time, learned orally. The reading should be aloud only. In fact, oral reading should be the only kind of reading done during the first semester. "Reading aloud fixes speech patterns in the mind so that students gradually retain sentence structure through the harmonic arrangements of words and through the activity of the muscles of speech."²

The teacher should always read the passage to the students at least twice before they try to read it themselves, so that by the teacher's proper use of phrasing, and accent, and expression the content of the material becomes meaningful. Later (with average classes not before the second year) when the students read fluently and correctly themselves, the pre-reading will no longer be a must. At the elementary level, unless it is absolutely necessary, do not translate. With fast groups there may be a deviation from this rule, although giving equivalencies is always considered the better practice.

During the second semester, reading aloud can be alternated with silent reading. Silent reading is of great value when training for comprehension (a most vital aspect of language study) if it is followed by oral discussions (questions and answers, usually) and by summarizing of the main thoughts. The meaning of words should

¹at the first year senior or junior high levels

²Reports of the Working Committee, 1956 Northeast Conference, P. 57

always be explained in context so that vocabulary development may become a properly integrated process. With eyes fixed on the text, the students will be able to answer and understand a large number of questions which at first should be limited to the details of the text. This also helps to develop exact reading. Later it will be possible to ask for inferences and thought questions. Still later, again, ideally not before the fourth year, what has been read can be translated.

Reading is of two kinds: intensive and extensive.

1. Intensive reading means the careful study of a limited amount of material. This careful study of a text is at the core of learning how to read and gives the student mastery over a certain amount of material. After the formal study and reading of a text, the students should be given time to reread the material quickly so that they may experience the sensation of speed and the enjoyment of complete understanding. A student who has spent two or three class periods and considerable time in preparation out of class on a story will be very pleased to find that he can reread the whole text with comprehension in a very short time indeed.

In Reports of the Working Committee, 1956 Northeast Conference on the Teaching of Foreign Languages, there is a detailed elaboration of "Explication de Texte", the method described in this Guide.

In "lecture expliquée" a passage rich in content and not too long is chosen for study. The passage is read aloud in the foreign language with some attempt to bring out the meaning, the tone, and the form. The language is then studied in detail, with careful questioning in the foreign language, eliciting thoughtful comments and observations from the students. The syntax is commented upon, words and expressions are clarified. Once the text is understood from the point of view of language, questions and discussion on the various ideas bring out further shades of meaning, tone and feeling. This method is excellent for discussion of a prepared reading assignment.....
When the study has ended, the points made should be summed up briefly and the whole passage read again in the foreign language so that an expression of unity remains. The value of these types of analyses lies in the careful study and understanding of a small amount of material at a speed which allows observations to penetrate and be remembered. Meanings become very clear; ideas are analyzed and criticized;

style is observed; the language is remembered; the passage is felt as well as understood.

2. Extensive reading means the reading of a large amount of material at good speed. "It takes on various forms, sight reading or silent reading in class, long assignments to be read quickly for comprehension, outside reading during the school year or during the summer, and browsing in the school or class library among books and periodicals. The greatest value of this type of reading lies in its power of arousing student interest and self-confidence."¹

Voluntary out-of-class reading can be encouraged by classroom and seminar libraries and the ready availability of interesting material. Encourage students to make use of the language library and permit them to do language assignments in the conference room² where the proximity of foreign language reference material, literature, records and record player might tempt them to examine and make use of it. Extra credit for voluntary out-of-class reading might be a practical motivating factor.

In assigning material for outside reading be sure that:

1. the level of the material is a little lower than that studied intensively
2. that amount prescribed can be read in a reasonable amount of time
3. you do not check it for detailed understanding but rather for general comprehension only
4. it does not come to displace the practice of intensive reading³
5. it is accompanied by guide lines of what to look for

The importance of wide and enjoyable reading for the learning of the foreign language cannot be overemphasized, for nothing, short of foreign language residence and constant foreign language contact, gives greater familiarity with the language. In making reading enjoyable, emphasize the formation of thought patterns in expression rather than the study of the grammatical structure of a sentence.

Linguistic mastery is prerequisite to literary understanding.

Myths and fairy tales, classical and medieval tales, are perfect vehicles for introducing children to symbols and figures of thought, since these are the threshold to understanding. Intellectual understanding and aesthetic awareness will then be brought out at later levels in the teaching of literature.

¹Reports of the Working Committee, 1956, p.55

²It would be fine if we could persuade the students to refer to our library and conference rooms as the "seminar."

³The readings of the first two levels should be primarily intensive.

Teaching reading should not be confused, however, with teaching a course in literature: If students are still learning to read, a literary survey course is out of place.

READING FOR MEANING *

Reading for meaning means ability to read good books in the FL with maximum direct association (minimum intervention of English). "---an aim that cannot easily be achieved in the great majority of our students."

The student must also come to appreciate style, literary trends and to sense cultural meaning.

A. Assumptions:

1. The student has been given an audio-lingual start-- has firm control of phonology
2. He has done exercises in spelling and writing and uses the foreign names of letters of the alphabet
3. He has a lexical inventory of important word items above 500 and has mastered some of the basic structure of the language
4. First reading experience limited to reading of previously mastered sentences and dialogues
5. The student is next exposed to recombination readings. (Familiar structures in new context) This new material (easily read) has great psychological value. The recombination period must be short.

B. Requirements:

1. 4,000 - 5,000 word vocabulary
2. The material is well organized and presented in progressive steps. New items are evenly spaced and presented at regular intervals.
3. The student should be able to test his mastery of each step. Re-entry of system (often and soon) also in the form of questions, summaries and reports. Present questions in advance of the reading or at intervals in the story. This prompts the reader to look for certain things. The question density must be high enough to force the reading of all the material.

C. Programmed reading:

1. Basic sentences or dialogues all mastered before each reading selection.
2. Material should be intellectually of interest and challenging to the student and compatible with his age level.

*Adapted from: Reports of the Working Committee 1963 Northeast Conference on the Teaching of Foreign Languages

3. Density of new words should not exceed one new word in every thirty-five.
4. New words should be evenly spaced .
5. There must be repetition of new words soon after first introduction.
6. Be conservative in using synonyms - until after the intermediate level.

D. Teaching of inference:

New grammar should be introduced in every unit throughout the third year.

E. Choice of reading materials:

Stories that are true to life, present modern characters, and offer a certain amount of action and suspense are good.

THE TEACHING OF COMPOSITION

Writing is an active skill! Writing is a derived skill!

"Since a student cannot guess nor even invent correct phrases in a foreign language, it is important that he learn first, before trying to write, a way of saying what he wants to say."¹ This is done by teaching him a set of models acquired, as far as possible, functionally in the process of learning to speak and to read.

Composition should not be tried until the students are well out of the imitative and repetitive stages of foreign language learning. Even then, what has to be expressed should first be given in the form of copying, reproductions and pattern changes. The second step in teaching composition is careful class preparation of the theme or text in imitation of previously learned patterns. Since unprepared composition would only exercise mistakes, ideas and facts that have not been gone over should not be asked for until the student has had the necessary foundation. Writing is the terminal skill, based on proficiency in listening, speaking, and reading.

Care must also be taken to teach pupils that ideas expressed in the foreign language cannot be arrived at by translation and that they must constantly draw on their store of basic structures when engaged in composition work so as to avoid all anglicisms. Writing, in most cases, will lag well behind reading and teachers must exercise patience.

A next step would be the teaching of "free" composition, primarily at the upper level. Here too, there should first be a certain amount of class preparation for this free expression. Get students to discuss their ideas, and explain them for them in such a way that, when they write, their thoughts will already have been developed, clarified, and completed by the oral preparation. At this stage a dictionary can be successfully introduced.

All written work should be promptly and carefully corrected. "Written work should always be corrected as soon as possible, or the corrections should be indicated. It is worthwhile using a class period for study of the corrections and for the re-writing of an exercise of any length. No large quantity of work is worth, in terms of learning how to write, a small amount, carefully prepared, carefully corrected, and carefully studied for re-writing."² An assignment merely handed in and checked off reassures students and teacher, but teaches little.

¹Reports of the Working Committee, Northeast Conference, 1956, p. 60
²Op. Cit. p. 61

Dictation and comprehension exercises of increasing difficulty, are another means of teaching writing. Both, dictation and comprehension help improve spelling, grammatic accuracy and idiomatic expression. Pen-pal correspondence and writing for a class or school magazine are two more effective devices in the teaching of composition.

THE TEACHING OF GRAMMAR

Since World War II, there has been a radical change in the concept of how best to teach a second language. Along with the advocating of the direct method in the teaching of speaking and listening, there evolved, quite naturally, another idea concerning the teaching of grammar. This is known as the inductive method.

The inductive method encourages students, through constant and thorough practice on sentences containing new inflections and grammatical items, to discover the rules of grammar for themselves.

Like the direct method, the inductive method (examples before rules) is at first more time-consuming than the traditional approach with its parsing, rules, and analyses.¹ But in the end, the more facile use of forms, conversation, and idioms, learnt by practice rather than memorization of rules, is its own reward.

There comes a time in all classes, however, when the teaching of grammatical terms and ideas becomes necessary to save time and help slow learners. A good guide is to give as few rules as possible, but certainly to give them with conviction if the teacher senses their need and if the students ask for explanations.

In the secondary school language course, some systematic study of forms and structure is necessary.

"Many pupils enter the foreign language class with little knowledge of English Grammar, of which the very nomenclature is a foreign language to them. Grammatical principles are most clearly comprehended by such pupils as explanations of familiar word patterns met in conversation and reading are analyzed.....The principles thus perceived can be reapplied in meaningful combinations of words, and practiced until their application becomes less a matter of reason than of habit. Even at the upper levels this functional aim is not the mere comprehension of an abstract principle, but ready recognition of its significance in the spoken and written word and its easy application in speech and writing."²

¹"In secondary schools, the use of parsing and analysis is a waste of time compared to the effectiveness of many other exercises. Parsing does not help the pupil to use the language more effectively..... Just as parsing is useless, so analysis can only be of value when it is habitually supplemented by sentence construction and sentence building and other types of exercises calling for synthesis in expression." (Modern Foreign Languages in the High School, Dept. of HEW, 1958)

²Reports of the Working Committee, Northeast Conference, p. 63

THE TEACHING OF TRANSLATION

During the early years of language learning there should be little, if any, translation of either the foreign language into English or English into the foreign language. Until a "feeling" for the language has been acquired, students are just not ready for it. This does not mean to imply that all translation is taboo. If occasionally time can be saved by giving the exact meaning of a word or a phrase without paraphrasing, translation may be used. "However, since it can impede progress in the understanding of the foreign language, it should be used with restraint."¹

In the later years, a judicious use of translation exercises can be made by translating occasional in-context-passages from the foreign language literature, background material from the text, or articles from supplementary class reading. It would be wise to postpone this type of work until the second semester of the Intermediate level so that the students may acquire an even greater feeling for the foreign language. Occasional re-translating of the text from English back to the original points up details and constructions lost on the student during the first attempt.

Good translating is an art. The teaching of translation for its own sake should be left to advanced levels only.

¹Reports of the Working Committees, 1956 Northeast Conference, p. 59

DEVICES FOR BACKGROUND TEACHING

1. "Lure" experts to the classroom to talk about music, art, literature, etc.
2. Have pupils carry on correspondence with people in other countries.
3. Make use of auditory and visual aids. (These might be assigned to individuals or committees for class presentation.)
4. Assign projects, both craft and research.
5. Have pupils set up bulletin board displays.
6. Plan group activities such as exhibits, discussions, dramatizations, publishing a newspaper, preparing assembly programs.
7. Base class reading on background literature.
8. Encourage students:
 - to join foreign language organizations in or near the community
 - to participate in foreign culture group festivals
 - to attend foreign church services
 - to seek out opportunities for foreign culture contacts.
9. Have pupils attend foreign plays, films, and travelogues.

BACKGROUND STUDY

Different youngsters have different interests and hobbies. Correlating these individual hobbies and interests with term papers and projects based on background material for the foreign language should prove valuable and enjoyable for such students.

Since we have access to an unusually large and representative collection of audio-visual materials such as films, records, and filmstrips both from our own sources and those of the Rochester Public Library System, we have better than average opportunities in this respect to enhance the teaching of background studies. "A picture is worth ten thousand words."

As far as reading is concerned, it is here that it is possible "to kill two birds with one stone," i.e. linguistically and culturally. As soon as the reading program has begun, introduce students to the reading of background material in the foreign language. They enjoy this because it makes them not only feel "big" but also satisfied that they are, at the same time, acquiring useful information. The "Modern Language Handbook" issued by the New York State Education Department in 1957 contains cultural material in each of the languages. It is of moderate difficulty and can easily be adapted for use with beginning classes.

Clarence Wagner, Director of Language Education, Detroit Public Schools, said in this connection in a paper delivered at the Conference on Modern Foreign Languages in the High School and sponsored by the U.S. Office of Education:

The mature character of this (cultural) organization and the presentation of solid information are not wasted on secondary school students who like materials that don't insult their intelligence. Subject matter for language teaching is all too often chosen to fit the vocabulary, rather than vocabulary chosen to suit the idea. The cultural approach of learning something besides language, as one learns language, is adult and satisfying. It deals with basic facts that have already been presented in the high school curriculum and provides a purposeful, integrated reinforcement of the educational program. It tends to encourage thinking in the language by focusing thought on the idea, thus leaving the associative phenomena of idea and language free to work automatically.

WRITTEN ASSIGNMENTS*

Ask all students to comply with the following regulations regarding written assignments in English:

1. Use blue ink.
2. Use notebook-size lined paper. Students taking typing may type assignments in which case rules established in typing class for margins, spacing, etc. will be followed.
3. Establish a uniform heading: name and date on the two top lines on the right, subject and section on the two top lines on the left. (Exception: for a formal research paper use a title page with name, date, etc. in lower right corner.)
4. Long research themes are to be written on one side of the paper only, using all lines. Other written assignments are to be written on both sides of the paper using alternate lines. This facilitates correcting errors nearly, and reviewing the errors and corrections. Typed papers are to be double spaced.
5. Leave a margin on each side.
6. A majority of all papers written are to be corrected and returned to the teacher for a recheck.
7. In the high school, it is suggested that late assignments be accepted at full value only when a student has been legally absent from school. Other assignments must be made up. It is suggested that each teacher establish a firm policy of requiring that work be made up within a reasonable time, but given no credit or reduced credit except in the case of legal absence.
8. In junior high school, work is to be made up to meet the requirements of the individual teacher.

*Points 1-8 are taken verbatim from the English course of study.

THE ELECTRONIC CLASSROOM

THE NATURE OF ELECTRONIC CLASSROOMS

Language laboratories and electronic classrooms¹ are "installations of mechanical and electronic equipment designed to facilitate language learning by individuals or by groups."²

The New York State Education Department has given endorsement to language laboratories, but warned against incorporating in high-school-situations laboratories that "are designed for college and university use. In October 1959, Mr. Paul Glaude, Supervisor of Foreign Languages Education for the New York State Education Department said: "Daily permanent recording facilities are not advised for high school students, but individual recording facilities for a few students working on an individual basis would be fine. Good equipment and good materials that have been prepared by experts are basic."

In a communication from the State Education Department concerning language laboratory planning dated, March 1961, Mr. Glaude is quoted as follows: For New York State the "electronic classroom" is conceived as consisting minimally of a central lesson source (magnetic tape-recorder with separate amplification) wired to each pupil-position which in itself consists of desk and chair.....two input jacks, volume control, a headset, a microphone, and amplification from microphone to headset, all electronic components being "matched" to form a system.

And again, in February 1962, Mr. Glaude speaking on the subject of the new MFL III Regents examination had this to say: What do you do with a language laboratory? Whatever you, or/and the students, don't do so well without one. It is my opinion that the major function of the lab, at least at the first two levels of instruction in a four-year sequence beginning in Grade 9 is to provide countless and tireless authentic models of speech for the development of auditory comprehension and for the development of oral control of morphology and syntax, i.e. grammar."

¹The language laboratory is an instrument for out-of-class practice: the electronic classroom is an in-class teaching aid.

²MLA-Bulletin #39

THE FUNCTIONS OF THE ELECTRONIC CLASSROOM

Primary:

1. the development of active audio-lingual skills in the FL through thorough drilling of beginners
2. the fixing of correct habits of pronunciation, intonation, and inflection patterns of the FL through direct and increased contact with native speakers
3. the development of audio-comprehension facility in the intermediate and advanced student by exposing him to a variety of comprehension-g geared materials
4. the development of the students' powers of self-expression through carefully graded exercises

Secondary:

1. the offering of better opportunities to all students for remedial and enrichment work
2. the more adequate preparation of FL students for state and college-board exams
3. the more adequate preparation of students in the audio-lingual skills now increasingly required in university and college FL-courses

THE USE OF THE ELECTRONIC CLASSROOM

Systematic audio-lingual practice--both active and passive--is indispensable in learning to speak a modern foreign language and in maintaining whatever audio-lingual skills FL students are acquiring. The conventional classroom does not provide adequately for such practice, but the superior versatility of electronic equipment does. Since, in a lab situation with activated earphones, the students can actually hear how they sound, they are more alert to their mistakes in pronunciation, intonation, and inflection than otherwise, and can more easily correct such mistakes by repeated listenings and proper study and practice.

Most speech occurs in the form of conversations as questions--answers--comments, therefore, basic drill, after the structures have been mastered, is most effective when carried out in the form of dialogues. The electronic classroom lends itself well to this kind of drill. Recall of patterns is the object rather than independently thought-out answers. This is the way the student learns to think in the FL. When he tries to think in terms of information rather than structure (as he might attempt to do in a traditional classroom situation), he immediately shifts into his English thought pattern with corresponding incorrect results. The faster and impersonal pace of the tape tends to prevent this. Every minute of the pupil's drill-work is in direct preparation for live performance whose ultimate goal is thinking and reacting in the FL. For beginners, this drill work represents practically the whole of lab work.

To be fully effective, lab use should be regular and, if possible, daily. On the other hand, the equipment should not be over-used. 15-20 minutes straight listening and/or drilling is generally considered a maximum. Ability level of the students and type of materials presented may allow deviation from this rule.

Each FL class-period has two objectives:

1. the presentation of some new materials with basic drill
2. the review and strengthening of material taught and studied previously

The manner in which this is accomplished is left to the professional discretion of each teacher.

LAB APPROACH AND TRADITIONAL CLASSROOM APPROACH COMPARED*

Traditional Classroom

1. Traditional classroom procedures allow the student to be in positive, active contact with the language only during that fraction of time when he is called upon by the instructor. Passive observation of the recitation of others does not contribute to learning how to speak.

2. Drills in class must be individual or choral. Individual responses waste the time of the rest of the class which is reduced to passive observation; choral responses hide gross deficiencies of individuals under the general group sound.

Drills given orally often lack the careful planning and editing used in taped materials for the laboratory.

3. The student is generally limited to hearing his own teacher and one informant at the most. Often the accents are not authentic. Recordings are often not pattern drills, but heterogeneous material of little practical teaching value.

Electronic Classroom

1. Efficient and economical use of student time. Each student is actively engaged in listening and responding during the entire drill as if he were being called upon at all times. In twenty minutes, the student has had twenty minutes of intensive individual drill under instructor's supervision (monitoring). This is an efficiency improvement of several hundred percent.

2. Drillmaster function of Laboratory. The properly patterned structural drills of the language laboratory are presented mechanically (tape recordings). This obviates errors, since the material is carefully prepared and edited. It also frees the instructor for more intellectual activities, including supervision, critical and remedial work. His supervision of an individual student (whether over the intercom or in person) cannot interrupt the progress of the other students in the laboratory.

3. Variety of Native Speakers Heard. The student hears and imitates a large group of authentic speakers who present carefully edited and patterned drills. He thus learns to understand several variations of standard speech in the target language, not just one particular pronunciation. Contact with the voices of native speakers is indispensable.

*Adapted from an "ETL-Bulletin"

4. Teacher is limited to materials in traditional text. Drills are not structured, often are a potpourri conversation, based on a hope that something will "rub off" linguistically. The instructor may correct only one student at a time (to his embarrassment); others are made observers.

Corrections made under duress of embarrassment are not usually effective.

5. Instructor may not call on a student, make corrections, or give remedial help without interrupting the flow of instruction and impeding progress of all other students.

4. Programed Teaching Advantages. The advances made in programed teaching are inherent in the language laboratory. These advantages include: carefully evolved pattern drills; built-in motivational features such as enhancement of chances of student success at each point in the program; use of structural linguistics to present patterns in habit forming units; diversity of programs

5. Supervisory Function not Impeded. The instructor does not relinquish any of the functions he has in classroom situations with regard to his supervision and hearing of recitations. He may monitor any individual, grade him, or assist him as before; but this is all done without interruption of the work and progress of any other students. At the end of lab work, regular classroom work can be easily resumed.

SUMMARY OF BENEFITS DERIVED FROM ELECTRONIC CLASSROOM INSTRUCTION

1. It gives all students hours of individual contact
2. Earphones make possible an immediate clear contact with the language and give the student a sense of isolation as he listens and repeats by:
 - a. removing him from the disturbing influence of his classroom neighbors and
 - b. bringing him as close as possible to the voice of his teacher
3. Activated earphones make it possible for the student to hear his voice amplified as others hear it and to make comparisons with the original. This provides motivation for the pupil and promotes self-guidance.
4. On occasion, a master tape at his own disposal allows the student to work at his own pace making it possible to accommodate individual needs to an extent that conventional classroom drill cannot possible equal.*
5. Individual supervision, through monitoring, gives the advantage of tutorial contact, while retaining the advantage of group work.
6. Recordings can bring to the student a multiplicity of native voices.
7. The electronic devices make it possible to engage a great many students simultaneously in a simulated live performance situation.
8. Shy or self-conscious students are helped immeasurably in gaining sufficient confidence to express themselves orally.
9. The lab multiplies the teacher's effectiveness many times over because he can use a great variety of instructional materials and draw on local, state, national, and international resources.
10. Pupils are encouraged to speak the language more often than they would in a conventional teaching situation.
11. The equipment offers excellent means of evaluating student achievement, suitability of teaching material, and teaching effectiveness.

*Examples: A student can review the day's lesson or the lessons he missed when he was absent. He can take over or make up a dictation or comprehension exercise that was given when the student was absent.

INSTRUCTIONAL DEVICES

A great variety of exercises and drills can be used for profitable and interesting electronic instruction. Depending on whether these exercises represent practice and personal evaluation or testing, they may have the correct responses pre-recorded or not. A practice tape may also be used as a test tape by simply cutting off the correct response from student phones and continuing to the next problem.

Types of Exercises and Drills

Elementary*

1. simple pronunciation
2. phonetic discrimination
3. repetition (to help memorize basic structures)
4. imitation (pattern practice based on a model with appropriate subject or object changes)
5. substitution:
 - a) one person for another
 - b) one tense for another
 - c) one gender for another
 - d) pronouns for nouns
 - e) vocabulary (synonyms or antonyms)
6. addition
 - a) fill in missing key-word
 - b) complete a statement
7. audio-comprehension
 - a) multiple choice
 - b) true-false
 - c) correct response
8. dictation

Intermediate

1. sentence conversion
 - a) affirmative to negative
 - b) declarative to interrogative
 - c) declarative to imperative
 - d) active to passive
 - e) formal to informal
 - f) definite to indefinite
 - g) singular to plural
 - h) direct to indirect statement and question
 - i) dialogue to narrative

*Suited for later levels also.

2. sentence modification *
 - a) add, subtract, or change the position of a word or phrase
 - b) connect clauses with relatives or other conjunctive words
 - c) use a different interrogative word
3. reading of passages (along with or without the tape)
4. working of written exercises according to taped instructions

Advanced

1. spontaneous oral translation or equivalency drills
2. comprehension exercises consisting of stories 10 or 12 minutes long. The student writes a summary.
3. recitation of a memorized literary passage (recorded by student)
4. recording of answers to questions based on a literary passage (If the answers have been rehearsed, a higher standard of logic and style should be expected)
5. all oral work outlined in the Sixth-Year Course of the "Penfield FL Curriculum Guide"
6. oral self-expression (description of pictures, cartoons, situations)

General (all levels)

1. exercises and tests as suggested in our MFL Guide
2. topical review
3. cultural material tapes and records for teaching, testing, and enrichment
4. sound-film channeling
5. film-strips or slides with recorded texts
6. recorded classics, lectures, music

* The difficulty and length of the problem sentence must increase gradually. Consecutive sentences should not present exactly the same problems.

THE PREPARATION OF MASTER TAPES*

1. Begin by preparing a complete script, including directions for students. Directions should be unmistakably clear and followed by a brief pause. A sample item or two is preferable to a detailed explanation. Before calling for a written response, students should be told to have pencil and paper at hand. For the beginning student, utterances or partial utterances of new material to be repeated should not be longer than five syllables. Questions should be short and call for a concise answer. For student responses, set up the following pattern: stimulus + pause for response; correct response by the master voice + pause for repetition.
2. Rehearse material orally and time yourself at least once. Time the length of pauses by repeating twice, rapidly, what the student is to say. Timing is rather tricky but of utmost importance. The ideal is to give the average student just enough time. He should feel a certain amount of pressure, but too little time is exasperating and too much is soporific. Remember that there is usually a slight time lag between your statement and the student's response, and a somewhat greater one after a question. A written response requires a long time. Measure this pause by writing out the response twice yourself. The student will need this much time for writing it once. Use a tape which has worked out well in practice as a model for later ones.
3. Demagnetize your tape, even a new one, using a bulk eraser.
4. Thread tape carefully. Let a few feet of it run through the machine before starting to record, to make certain that everything is in order, and that there is an adequate lead before the sound begins.
5. Record at a slightly higher volume than that at which you play the tape.
6. Leave a little extra time for repeat pauses than you think necessary. (Taking long and involved sentences for drill is not advisable.)
7. Do not let a slight slip of the tongue upset you. Simply correct yourself and continue.
8. Keep your tone purposeful, active, interested. Don't drone.
9. Have a good light on your script, and quietly slide (don't crackle) each sheet away as you finish it, or lay it flat on the floor.
10. Clearly label the box and the tape itself.
11. Keep copies of the texts which are recorded for permanent use.
12. A tape splicer and splicing tape will be necessary.

*Adapted from: Learning A Modern Foreign Language Using Electronic Equipment by Council of Chief State School Officers

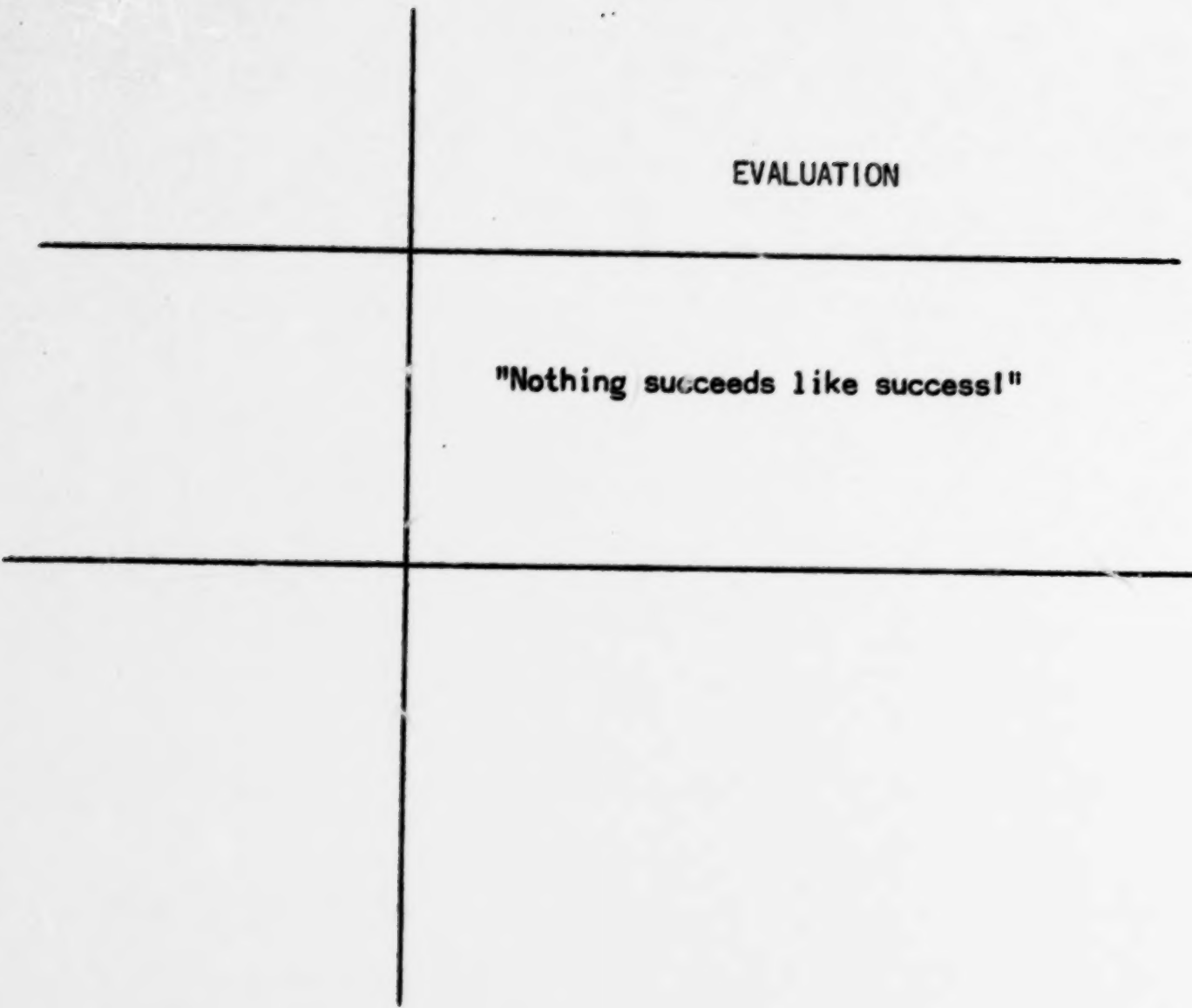
GUIDELINES IN THE USE OF THE ELECTRONIC CLASSROOM

General Recommendations

1. Practice should be regular. Frequent short lab periods are more effective than a single long session.
2. The methods and materials used in the lab should be closely coordinated with the rest of the course-work.
3. There should be testing because what is to be tested becomes important to the student.

Specific Suggestions

1. Insist on full student participation.
2. Make use of native and multi-voiced recordings as much as possible.
3. Maintain normal speed -- do not slow down.
4. Teach by structures and structure segments.
5. Do not employ dialogues until the structures used in them have been mastered.
6. Unguided imitation is not effective; prepare students in advance.
7. Provide the student with an exercise in writing (as soon as he is sufficiently advanced) dealing with the material he has been hearing and repeating.
8. If students have difficulty repeating long sentences, employ the "backward buildup" device.
9. Exclude the printed text as much as possible from lab-work.
10. Have students come into contact first with "ideal" or "standard" pronunciation -- then with different types of voices.



EVALUATION

"Nothing succeeds like success!"

TESTING

As long as reading comprehension was the most important and almost sole aim of foreign language teaching and few persons ever needed to know how to speak a foreign tongue, the written testing of reading, vocabulary, and grammar was adequate. With the change in today's language needs and the modification of objectives in language instruction, audio-oral methods of testing must be devised to determine how well the student can:

1. understand and participate in conversation at his particular level
2. express ideas in idiomatic speech patterns and with adequate pronunciation and intonation
3. comprehend (aurally) the central thought of articles or stories by reproducing (orally) their main points

Oral tests should include:

Elementary Level

reading aloud
questions based on an open text
conversation (from a list of assigned topics)
recitation of memorized material
topical reports (guided)
picture descriptions
summarizing of anecdotes and stories (guided)

Intermediate Level

conversation on cultural themes
a prepared lecture
summarizing and/or translating of reports or newspaper clippings
picture descriptions

Advanced Level

an interpreted conversation
a prepared lecture
an on-the-spot talk on a topic assigned during the test
summarizing and/or translation of short magazine or newspaper articles

In evaluating the more traditional learning processes in the study of foreign languages, written tests that take into consideration the factors below and that are patterned on the new Regents type examinations would be quite adequate.

To give as accurate a picture of student achievement as possible, and to make evaluation as fair as possible to the students teachers, should:

1. test only one aspect of attainment at a time¹
2. test only defined goals²
3. explain beforehand exactly what students may expect to find on a test
4. test only what is considered important
5. test frequently to stimulate review study and to increase chances of achievement

All testing should be predicated on three factors:

1. evaluation - how much has the student learned?
what has he achieved?
2. prediction - how much is the student likely
to accomplish?
3. diagnosis - what are the student's specific weaknesses?³
 - a. faulty command of grammar?
 - b. poverty in vocabulary?
 - c. weakness in recall?

¹"Most tests and examinations at present in use are too comprehensive; those devised by teachers and by official examining bodies are frequently so framed that they attempt to measure too many factors at the same time." From The Teaching of Modern Languages, UNESCO, 1955.

²If one of the teaching goals happened to be "development of well adjusted personalities" this facet would have to show up in the testing.

³Diagnostic tests should cover a limited scope of material in great detail and should give scores on separate parts.

When setting up a test, teachers should:

- a. arrange the items from easy to more difficult
- b. group items by content within each question
- c. give simple, clear, and specific direction
- d. assign credits in proportion to the importance of and time spent on a particular point or area
- e. indicate credit allowance after each question
- f. number all items
- g. present each item in its entirety on a page so that the students do not have to keep looking back to another page to answer a particular question
- h. allow pupils a choice of items within a question if the items are similar
- i. give each student his own clearly and correctly typed copy of the test

Improving The Classroom Test, published by the New York State Education Department was the basis for some of the points contained in this chapter.

EVALUATING THE MFL TEST

From "Teacher's Notebook in MFL's"

1. Are the directions clear?
2. Does each item test only one thing?
3. Is the student put at ease immediately by beginning with problems he can attack promptly and confidently?
4. Is a pattern of difficulty maintained; that is, do the questions gradually increase in difficulty in each part of the test?
5. Is there a sufficient number of questions that are different from each other and of the right degree of difficulty, so that the student is given ample opportunity to show what he can do?
6. Does a model question and answer precede each type of question about which there may be doubt as to procedure?
7. Is sufficient space provided for the answer?
8. Is the student asked to perform in the foreign language exclusively, with English used for directions only?
9. Do the items present normal problems?
10. Does the material come from normal (not "invented") modes of speech?
11. Is vocabulary or structure tested in a context of normal speech or by pairing naturally associated words and expressions in the foreign language only?
12. In a test of writing ability, is the length of the answer prescribed?
13. Is the use of anecdotes, misspellings, and incorrect forms avoided?
14. Do items of a cultural nature appear in a linguistic or situational setting, rather than merely as a list of facts?
15. Is the use of translation as a comprehension test avoided?

QUESTIONS FOR THE TEACHER

1. Have I made up the test in terms of what the students should know, not what I know?
2. Are the questions appropriate to the limits and purposes of the test and the capacities of the group being tested?
3. Have I tested everything I announced I was going to test?
4. Have I acquainted the students with the techniques I have used?
5. Have I had the test read over and if possible tried by someone else?
6. Have I made the assignment for study and review as specific as possible?

SUGGESTIONS CONCERNING TESTING

1. Make an outline of the material that has been covered in class during the period to be evaluated.
2. Weigh the different items that appear in the outline in % as to their overall importance.
3. Make a breakdown of the different types of questions that are to be asked.

POSSIBLE WAYS OF MEL TESTING

I.

A. Aural Comprehension through:

1. sound discrimination
2. visual recognition of a correct answer to oral question
3. visual recognition of a correct completion item
4. multiple choice answers presented in written form
5. aural recognition of correct answer
6. asking of direct questions based on a passage
7. multiple choice read orally
8. precis or summary or paraphrase writing
9. proper identification of
 - a. who is speaking
 - b. where or when it is spoken
 - c. was it logical or illogical
10. dictation

B. Reading Comprehension through:

1. answers to questions on content in complete sentences (E or FL)
2. summarizing (E or FL)
3. completion questions (clause, phrase, or word missing)
4. multiple choice
5. true - false (1st level only)
6. paraphrasing

II. Speaking Skill through:

1. oral reading
2. conversation (from a list of prepared subjects)
3. short talk on a prepared subject
4. oral summary of a story or article
5. "echo"
6. "build-up" (same basic sentence progressively longer.)
7. unprepared dialogue (teacher - pupil questions and answers)
8. picture test (directed identification and description)

III. Translation

Advanced levels only!!!! (Equivalencies and guided composition in other language levels)

IV. Background

1. composition on certain topic
2. re-arranging related items measuring knowledge of culture (in context)
3. multiple choice (use related groups)
4. audio-visual identification
5. completion (not mentioned in syllabus)

V. Structure

1. changing a passage from:
 - a) story to dialogue
 - b) story to letter
 - c) one person to another
 - d) one tense to another

2. combining sentences (relative or conjunction)
3. guided composition or dialogue (using definite expression)
4. substitute pronouns for nouns
5. to be completed statements (verb, article, etc., omitted)
blank or multiple choice
6. paraphrasing

VI. Vocabulary and Idioms

1. giving equivalent sayings
2. giving synonyms
3. giving antonyms
4. carrying out directions in the FL
5. asking questions requiring specific idioms in answers
6. multiple choice completion
7. writing of memorized material (poems, rhymes, proverbs, etc.,)

STRUCTURE OF LOCAL MFL EXAMS

In arriving at a definite allotment of credit points to the audio-lingual, reading, and writing sections of the final MFL I and II examination, we use as a basis the comparable time divisions concerning these phases of instruction as outlined in the MFL Syllabi. In MFL I the ratio is 60-30-10; in MFL II 40-35-25.

The examinations should contain the following question-types and credit values:

Elementary Level (MFL I)

I	Lingual Skills:	10 cr.	to be tested in the regular class situation between May 15 and June 15 on at least 3 different occasions (to be averaged) such as: dialogue, reading, and recitation of a memorized passage, guided conversation, or pattern drill performance
	(pronunciation fluency intonation & inflection)		(except for dictation, <u>multiple choice answers</u>)
	Audio Skills:	50 cr.	familiar passage
	a. dictation	10 cr.	<u>who</u> is speaking, or
	b. identification	10 cr.	<u>when</u> is it said, or
			<u>where</u> is it said
	c. aural comprehension	10 cr.	passage to be read twice, questions (based on it) to be read once
	d. visual recognition	10 cr.	the speaker asks a question; student checks correct answer.
			Ex. - How are you?
			1. ___ It is 12 o'clock
			2. ___ Fine, and you?
			3. ___ It's time to go.
			4. ___ Thanks a lot.
	e. logical or illogical response	10 cr.	Ex. - The weather is beautiful today. - That's too bad.

II <u>Reading Skill</u>	30 cr.	three different passages, 5 questions (with multiple choice answers) based on each passage-- 15 questions, 2 cr each
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III <u>Writing Skill</u>	10 cr.	Ex. - Students, tell your friend to: sit down, ask for the bread, open the window etc. or: How would you say in the FL: What time is it? How are you? What kind of weather is it? etc.
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Elementary Level
(MFL II)

The general structure resembles that of the MFL I Examination with these specific changes:

1. Audio - Lingual

Lingual	5 cr.
Audio (a-c)	35 cr.

II. Reading Comprehension	35 cr.	20 cr. <u>FL</u> answers
		15 cr. <u>Engl.</u> answers

III. Writing Skill	25 cr.	(see VI "Possible Ways of Testing")
a. Vocabulary	5 cr.	Completion or multiple choice
b. Guided Composition	10 cr.	items in a linguistic or
c. Background	10 cr.	situation setting. (If possible, use related material and have students <u>copy</u> the entire paragraph. Assign the 10 credits in such a way that 2 or 3 credits are allotted to correct copying)

Intermediate Level
(MFL III)

The format of the January MFL III tests (see following pp.) should be patterned on the MFL III Regents Examinations.

Advanced Level
(MFL IV)

See suggestions under "Testing".

Credit allotment:

Audio-Lingual.....	15%
Reading.....	50%
Writing.....	35%

THE NEW MFL III EXAMINATIONS*

There are 6 parts to the test.

Part I - Auditory Comprehension

This consists of a series of 15 paragraphs to be read aloud by the teacher. Prior to the reading of each paragraph, the teacher reads a question. This question is also printed on the students' answer paper and is followed by a number of alternative answers.

After the teacher has read the paragraph (which the students do not see) the students write the number of the correct answer on the answer sheet.

The teacher may not repeat anything and may not pause longer than one minute for the recording of each answer. (2 credits each)

Part II - Written Answers to Oral Questions

The teacher asks a series of 5 questions in the FL. The students write a correct response for each question, repeating the identifying elements of the question. The time allowed should be about twice the time the teacher would need to formulate and write the answer.

Appropriateness of reply, grammatical correctness, repetition of identifying element form the basis for credit (1 each answer).

Answers must be positive. For example: What did you do this morning? should not be answered: This morning I did not do anything.

Part III - Reading Comprehension

Following each of 4 reading selections there will be 5 questions or incomplete statements based on the selection. Each question or statement will be followed by 4 suggested answers. The student writes the number of the 20 correct answers on the answer sheet. (2 credits)

Part IV - Culture

10 of 12 statements are to be chosen and for each the correct number of the best answer in a group of 4 following each statement is to be selected and written on the answer sheet. (1 credit)

*N.B. - A communication from the Commissioner of Education concerning "Changes in Regents Examinations" states: The Regents examination in modern foreign languages will be made available to the administering teachers one half hour before examination time. The purpose is to ensure familiarity with Parts 1 and 2, thus facilitating their administration.

Part V - Formal Structural Control

Two sentences are to be re-written as one sentence according to specific direction. One credit is to be allowed for each answer, depending on appropriateness of form and omission of unnecessary items.

Part VI - Guided Composition

The sample test called for the writing of a letter that, in a certain number of grammatically correct sentences, must include the information specifically asked for the question.

One credit should be allowed for each statement that is grammatically correct and which accurately conveys the idea or ideas of its English counterpart. Allow one credit for the proper writing of the date, salutation and complimentary close. (10 credits)

The following information was to be included in the letter:
(written to a friend abroad)

1. your uncle has invited you to go to Europe with him
2. you are scheduled to go by ship, leaving New York at the end of June
3. you will probably spend at least six weeks in the country to which you are going, including two weeks in the capital
4. in the capital you will either stay with your uncle's friends or at the Ritz
5. you'd like to give your friend a call when you get there
6. you ought to be able to have a pretty good time together
7. you'd like to visit the Louvre (Alhambra etc.) and some of the main historical monuments
8. you'd appreciate his sending you a map of the city
9. you promised your FL teacher that you would visit ...(names of famous or well known regions of the country in question)

Course of Study
for
FRENCH

Minimum Essentials
Grades 7 - 12

As outlined in:
French for Secondary Schools

The Bureau of Secondary Curriculum Development
New York State Education Department
Albany, 1960

Introduction

Scope and Sequence

The structural items listed in the charts which follow are suggested for use in the order indicated to facilitate the achievement of competency in the four skills. The listings aim to serve as a guide to teachers in providing for language experiences in which structural sequences will be progressive and cumulative and have the scope which will give pupils both an adequate tool for communication in the foreign tongue within their language experience and a firm foundation for further study.

In organizing their courses of study, schools are not expected to restrict their teaching guides to conform in every point to the items included in the listings. Structures and verbs in addition to those listed for the grade, or sensible rearrangements of the sequential order among the grades, as required by "centers of interest," may be practical, since language skills for effective communication are to be developed through functional use and not according to the convenience of teaching the structures per se. The selection of the structures taught in each grade, therefore, should be determined principally by their use in authentic language patterns in meaningful, situational context.

Any item which teachers deem needful for the promotion of communication skills in centers of interest might be included as an expression to be memorized outright or to be developed in whole or in part in pattern drills as a structural item, regardless of its place in the structure charts.

The acquisition of linguistic skills and knowledges, however, must of necessity be systematic and cumulative for eventual control, even on a moderately advanced level. It is as a guide to teachers that the items have been suggested in the order outlined.

A Functional Approach. Because language is essentially speech, the items listed in the structure charts were selected principally on the basis of their relative importance in the spoken, rather than in the written language. In some instances, items may vary from those included in traditional courses of study, either in the order in which they appear or in the fact that they have been included. The placement and inclusion of many items were determined on the basis of their practical use with other items in the grade for functional, oral drill in natural conversational sequences.

Scope. The scope of the listings throughout both sequences includes all major structures needed for competency in the four skills on the secondary level. In the six-year sequence, all major structures will have been presented by the middle of the 11th year, with refinements relegated to the 12th year. A structure chart for the final year of the six-year sequence is not included in the syllabus. Items chosen for presentation or review in this grade will arise from the needs of the group. In the four-year sequence, all major items will have been presented by the middle of the 12th year, which includes essential reviews.

(1) Aural comprehension. It is to be remembered that the standard here is the aural comprehension of a native or near-native speaker, speaking at normal tempo. Pupils, therefore, should have this type of audio experience with the structural items listed through the 11th year of both sequences. It is suggested that, for French, aural comprehension of the vocabulary of Le Français Fondamental, used in major forms, be considered the aim to be attained at the end of the 11th year in the four-year sequence and the 10th year in the six-year sequence, within the structures defined for these years.

(2) Speaking. The listings have been designed so that pupils may attain basic audio-lingual competency on a rudimentary level in the early years. In the four-year sequence, the items most essential for competency in speaking have been presented in grades 9 and 10, plus those items marked S* in grade 11. The latter should be presented as early as possible in the 11th year. In the six-year sequence, greater audio-lingual competency may be expected of pupils. Therefore, speaking skill should be developed in this sequence through the 10th year within the limitations described in this chapter. The listings in the 10th year in this sequence have been designed for that purpose.

(3) Reading. Reading skill is to be developed throughout the grades in both sequences to include all the structures in the listings. In the initial stages, the written language rests squarely on the spoken language. However, after the transfer from the spoken to the written word has been satisfactorily effectuated and the initial period of reading only what has been said is past, the reading need not be limited to material whose structures have been drilled in class. At this point, the reading might begin to exceed as well as include the structures learned. The reading, therefore, is not necessarily restricted to the structures defined in the charts for the various levels. Some controls should be exercised, however, so that meanings are grasped without either confusion or the need for deciphering. A satisfactory relationship between the structures learned and the reading must be maintained.

(4) Writing. Writing skills, aside from imitative writing and dictation should be developed within the structures primarily on what pupils can say. Although in the beginning years some writing for practice and for clarifying structures may be essential, this writing should be limited to forms involving simple transformations, substitutions or recall of single items. Structurally oriented translation drill involving single pattern changes, therefore, are acceptable. Point-by-point translation from English to the foreign tongue which require multiple thought processes to produce simple sentences are to be avoided. If such translation is to be done at all, it should be reserved for the advanced courses. Contextually oriented materials drawn from material already covered in class might be utilized for "equivalencies" or "free" translation from English to French and from French to English.

Written exercises with reading passages, of course, may be freely utilized with open books, prior to or exclusive of the acquisition of the content aurally or audio-lingually.

The structures used in controlled and "free" composition should be derived for the most part from among those the pupils have mastered and can recall through "inner speech." This written material should reflect the written and not the oral language wherever differences occur between them.

Summary:

1. The foreign language is to be learned as a communication tool to be spoken and understood as well as read.
2. Structures should be taught through use in the foreign language until they become part of pupils' habits of expression.
3. Structures, as language, should be taught in situational context.
4. The development of extensive vocabulary may be postponed until after the structure has been mastered.
5. Within the scope of the structural listings, the items required for mastery may vary for each skill.
 - a) All items in all forms are required for reading. When pupils have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.
 - b) Aural comprehension of all structures within the vocabulary and idiom of the grade should be required.
 - c) Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammar point and the most useful forms of the verbs.
 - d) Nonimitative writing of meaningful utterances should be required for all structures and forms pupils are required to speak.

STRUCTURES

for the

FOUR - and SIX - YEAR

FRENCH SEQUENCES

The First Year in the Four-Year Sequence*

Articles and Numerals

Definite

Indefinite

Contraction with à, de

Use with de for possession

Partitive

Simple affirmative

Simple negative

With parts of body and clothing (F)

With parts of day

Omission with cent, mille

Numerals

Cardinals, 1-1,000

Ordinals, 1-20

Nouns and Pronouns

Nouns

Gender, number

Formation of regular plural

Irregular plurals as they occur (1)

Pronouns

Subject pronouns including ce

Single direct and indirect,
including en

Interrogatives (F) (2)

Demonstratives

ça, ceci, cela

celui (etc.) de (3)

celui-ci, celui-là

Disjunctives

with possessive adjective
(mon livre à moi)

with être à

(ce livre est à moi)

as object of preposition (L)

with compound subject (L)

*The remaining levels of this sequence are the same as in the six-year sequence beginning with grade 9.

(Numbers in parentheses refer to "notes on structures" which follow the charts)

Adjectives and Adverbs

Adjectives

Agreement and position
 Formation of regular feminine
 Irregular feminines as they occur (4)
 Possessives
 Interrogative, quel, etc.
 Demonstratives
 First, ce, cet, cette, ces
 Later, ce livre-ci, ce livre-là, etc.
 Comparison
 Regular comparison (5)
 Some irregulars (6)

Adverbs

Those frequently used, as
 vocabulary
 (bien, mal, seulement, etc.)
 Regular comparison
 Use of donc with imperatives

Negatives

ne...pas
 ne...jamais

VERBS

Verb Structures	Irregular Verbs	Tenses
First conjugation (choice)	être savoir	présent
Second and third conjugation verbs as needed (7)	avoir pouvoir	passé composé
Common irregulars (see list)	faire sortir	futur (L)
Three imperatives	dire plaire	
Use of est-ce que for interrogatives (B)	aller	
Affirmative, negative	voir	
Interrogative, negative interrogative	vouloir	
Reflexives in present tense (F)	venir	
Orthographical changing verbs as needed (F)	prendre mettre	
Agreement of past participle with être verbs (R)	manger lire	
Use of voilà and il y a	écrire	
Pour + infinitive	boire	
Aller (present) + infinitive	ouvrir	
Vouloir (present and conditional of courtesy) + infinitive	acheter (F) s'asseoir (F)	
Common idioms with avoir and faire (9)	s'appeler (F)	
Functional use of any verb needed classroom routines	forse lever (F)	
Conditional of courtesy with vouloir (F)		

Articles

Definite
Indefinite
Contraction with à, de
Contraction with de to show
possession
Omission with cent

Numerals

Cardinals 1-500
Ordinals 1-10

Nouns and Pronouns

Gender
Number
Formation of regular plurals

Pronouns

Subject + ce
Single direct or indirect object
with affirmative imperative (F)
Interrogatives (F) (2)
Direct object
le, la, les, en before verbs
Disjunctives:
to emphasize possession
(mon livre à moi, etc.)
with compound subject
Demonstratives:
ça, ceci, cela, celui de (3)

(The meaning of numbers and letters is explained at the end of this section.)

Adjectives and Adverbs

Adjectives

Agreement and position
 Formation of regular feminines
 Possessives
 Demonstratives:
 ce, cet, cette, ces
 ce livre-ci, ce livre-là etc.
 Regular comparison (5)
 Interrogative
 quel, etc. (F)

Adverbs

Frequently used adverbs as
 vocabulary, including bien, mal
 and seulement as they occur
 Interrogatives as needed

Negatives

ne...pas

VERBS

Verb Structures	Irregular Verbs	Tenses
First conjugation	être	présent
Common irregular verbs (see list)	avoir	
Affirmative declarative	faire	
Negative declarative	dire	
Interrogative	aller	
Negative interrogative	voir	
Use of est-ce que for interrogative(8)	vouloir	
Omission of tu forms (optional)	prendre	
Some reflexives(F)	mettre	
Two imperatives	ouvrir (F)	
Use of voilà and il y a	lever (F)	
Aller + infinitive	s'appeler	
Vouloir + infinitive	s'asseoir (F)	
Common idioms with avoir and faire (as needed)		
Functional use of any verb needed for classroom routines		
Conditional of courtesy of vouloir (F)		

Grade 8

Articles

Nouns and Pronouns

Partitive

Simple partitive
with affirmative
with negative

Use with

parts of body and clothing
as needed
parts of the day
Omission with mille

Numerals

Cardinals to 1,000
Ordinals 11-20

Nouns

Irregular plurals as needed (1)

Pronouns

Single direct object, complete
Single indirect objects
Simple use of y
Interrogatives qui, qu'est-ce qui
qu'est-ce que, quoi (que) (2)
Interrogative: lequel, etc. (F)
Demonstratives: celui-ci, celui-là, etc.
Disjunctives
For emphasis with indirect object
(tu me donne à moi)
After prepositions (L)
After que in comparisons

Adjectives and Adverbs

Adjectives

Irregular feminines, as they occur (4)
 Irregular comparison (6)
 Second masculine singular in special il y a (ago) expressions (12)
 Interrogative: quel, quelle, etc.

Adverbs

ne...jamais

Negatives

VERBS

Verb Structures

Irregular Verbs

Tenses

Verbs of second and third conjugations as needed (7)	venir	présent
Common irregulars (see list)	lire	passé composé
Include tu forms	pouvoir	futur (L)
Reflexives in present tense	savoir	
Pour plus infinitive	écrire	
Orthographic changing as needed (F) (viz., acheter)	rentrer	
Three imperatives	sortir	
Savoir, pouvoir (present) + infinitives (third person)	plaire	
Il faut + infinitive		with indirect object,
Common idioms with faire and avoir (continued) (9)		present only)
Irregular verbs previously listed	manger	
in new terms	boire	
	ouvrir	

Articles

Nouns and Pronouns

Partitives

- with preceding adjective (10)
- with adverb and noun of quantity

Use with

- nouns of weight and measure
- nouns in a general sense certain expressions of time (l'année prochaine, etc.)
- some common place names (L)

Omission

- with quel as an exclamation
- names of languages after parler and en
- unmodified predicate nouns of nationality and profession

Numerals

Cardinals: from 1,000

Ordinals: from 21

Irregular plurals (complete)

Pronouns

Double object

Before verbs and complementary infinitives except for combinations including y or en (R,11)

Use after verbs is optional

Relatives

qui, que, où
ce qui, ce que, quoi (R,11)
lequel, dont (R,11)

Demonstratives

celui qui, celui que

Indefinites

on, chacun, quelqu'un, quelque chose, tout and variations, rien
indefinite adjectives used as pronouns

Disjunctives

After c'est, etc.

(c'est moi qui, etc.)

With compounds (moi-même, etc.)

To emphasize subject (L)

Used alone

Adjectives, Adverbs and Prepositions

Adjectives

Complete irregular feminines
 Use as needed
 Use of past participle as adjective with être
 Indefinites (plusieurs, chaque, tout, quelque(s), même, autre, etc.)

Adverbs

Formation from feminine (regular)
 Irregular comparison (13)

Negatives

ne...plus
 ne...rien
 ne...personne (R,11)
 ne...que (R,11)

Prepositions

with common place names (L)
 before infinitives (avant de partir, etc.) (L)
 à, de or no preposition before complementary infinitives (L)
 à, de after adjectives before complementary infinitive (L)

VERBS

Verb Structures	Irregular Verbs	Tenses
Complete second and third conjugations. Use as needed. Orthographical changing verbs (14) (L) (emmener, amener, enlever, ranger, etc.) Reflexives in new tenses, as needed (15) Devoir + infinitive Il me faut (present) + noun Être en train de + infinitive (L) Venir de (present) + infinitive Subordination with quand and parce que (L) Complete regular être verbs (L) Agreement of past participle with être and avoir verbs (R) Simple conditions (present-future, imperfect-conditional) (L) Present participle with en (L) Irregular verbs previously listed in new tenses Né (il est né, etc.)	falloir croire devoir comprendre connaître partir revenir apprendre sentir naître servir recevoir dormir mourir devenir pleuvoir	présent passé composé futur conditionnel (L) imparfait participe présent (L) passé simple (R)

Grade 10

Articles

Use with

proper nouns modified by an adjective
titles
days of the week
languages except after parler and en
modified nouns of nationality
profession and class
abstract nouns
tel (R)

Pronouns

Double object (complete)

Relatives:

ce qui, ce que, lequel,
dont, quoi, tout ce qui,
tout ce que (L)
ce dont, tout ce dont (R)

Possessives

Disjunctives:

(ni) moi non plus
with compound objects
for emphasis with any
construction
(tu me le donneras à moi,
etc.) (L)

Adverbs and Prepositions

Adverbs

Use of tout, tout à fait; mais si
Formation from adjectives (special
forms such as précisément, etc., and
irregulars)
Même and surtout before subordinate
clauses (as in même s'il vient) (L)

Negatives

ne...ni...ni
ne...que
ne...nulle part
ne...personne

Prepositions

à, de, en, dans with common
place names (continued) (L)
comme and à cause de as
prepositions
à, de, after some adjectives
and nouns before complementary
infinitive (L)
à, de, or no preposition
after verbs before complementary
infinitive (L)

VERBS

Verb Structures	Irregular Verbs	Tenses
Conditional of courtesy (L)	tenir	présent
Conditional for past future (L)	paraître	passé composé
Use of si as "whether" (L)	valoir (third person)	futur
Conditional sentences with compound tenses (L)	vivre	conditionnel
Depuis quand, etc., with present tense (L)	conduire	imparfait
Present subjunctive after il faut, and verbs of wishing and emotion (L) (16)	rire	participe présent (L)
Present subjunctive after pour que and avant que (without ne) (L)	sourire	présent du subjonctif (L)
Future perfect after quand and après que (L)	permettre	plus-que-parfait (L)
Subordination with depuis que, pendant que (L)	reconnaître	futur antérieur (L)
Faire as auxiliary (L)	suivre	conditionnel antérieur (L)
Après + perfect infinitive (R)	offrir	passé simple (R)
Perfect participle (R)	construire	
Use of on for passive (S)	courir	
Use of passé du subjonctif (L)	prévenir	
Additional uses of subjunctive for reading (17)	produire	
Irregular verbs previously listed in new tenses (L)	battre	
	mentir	

Grade 11

Articles

Review uses of articles
Add use with modified nouns in apposition
Omission with unmodified nouns in apposition

Pronouns

Review: relatives
interrogatives
double objects
possessives
demonstratives
disjunctives
Use of il est and c'est + adjective + preposition + complementary infinitive
Reciprocal pronouns

Adjectives, Adverbs and Prepositions

Adjectives

Those having different meanings when placed either before or after their nouns
Adjectives in prepositional phrases: their agreement

Adverbs

Use of fort as adverb (S*)
Quand même substituted in spoken language for clauses and phrases of concession (S,L)

Negatives

ne...aucun
ne...point
ne...guère (à peine)
Use of pas un and aucun in the spoken language

Prepositions

Continue uses of grade 10
Use of à, de, or no preposition after verbs before complementary infinitive (continued)

VERBS

Verb Structures

Irregular Verbs

Tenses

Agreement of past participle with avoir	s'en aller	présent
Use of imperfect tenses with depuis quand, combien de temps, etc.	s'asseoir	passé composé
Substitution of reflexive for passive	apercevoir	futur
Substitution of infinitive for subjunctive	craindre	imparfait
Passive voice in présent, passé composé and futur (S,L)	peindre	conditionnel
Passive voice in remaining tenses	éteindre	participe présent (L)
Sequence of tenses	plaindre	présent du subjunctif (L)
Use of passé antérieur	se plaindre	plus-que-parfait (L)
Future and future perfect aussitôt que, dès que, lorsque (S,L)	se taire	futur antérieur (L)
Venir (imperfect), de + infinitive	traduire	conditionnel antérieur (L)
Additional uses of subjunctive (18)	se souvenir	passé du subjunctif (L)
Irregular verbs previously listed in new tenses as needed		passé simple (R)
		passé antérieur (R)
		imparfait du subjunctif (R)
		plus-que-parfait du subjunctif (R)

Notes on the Structure Listings

- (1) The irregular plurals of words ending in s, x, z, al, au, and eau should be taught as they occur in centers of interest. The words l'oeil and les yeux should be taught as vocabulary items.
- (2) The interrogative pronouns qui, qu'est-ce que, qu'est-ce qui and quoi should be taught first functionally. The interrogative pronoun que might be reserved until the inverted form of the verb is learned (see note 8); qui est-ce qui and qui est-ce que for functional use only.
- (3) To be taught in sentence patterns with possessive adjectives. (Example: Voici mon livre et celui de Robert.)
- (4) Irregular feminines include adjectives ending in e, f, ., er, on, en, el, et and should be taught in centers of interest as they occur. Isolated irregular forms to be presented at first as vocabulary items; viz., the feminines of blanc, long, gros, sec, frais and others.
- (5) In negative comparisons of equality, the use of aussi instead of si is tolerated.
- (6) The word meilleur is to be taught as a vocabulary item. Plus mauvais and plus petit are to be used in the spoken language.
- (7) Only verbs required for centers of interest are to be used. These might be taught functionally in this grade rather than as part of a conjugation. The conjugations as such might be reserved for a later grade when a sufficient number of verbs used or studied justifies teaching these verbs as part of conjugations.
- (8) Change to the inverted form of the verb as pupils show readiness after the est-ce que form has been mastered.
- (9) In addition to the usual idioms with avoir and faire, avoir mal, faire jour and faire nuit are of high frequency in the spoken language.
- (10) The use of de plus the definite article is tolerated before adjectives in common expressions, such as du bon pain, de la bonne soupe, des bons amis.
- (11) These items might be introduced to average students in this grade for reading recognition only. They may be mastered audio-lingually the following year.
- (12) The second masculine singular forms of beau, vieux, nouveau, to be taught only in a few set expressions, such as un bel enfant, un bel arbre; un vieil arbre, un vieil homme, le nouvel an, un nouvel élève. Fol and mol may be omitted for audio-lingual skills.
- (13) In comparisons with bien and mal the form plus mal is to be used and the word mieux to be taught as a vocabulary item. Autant may replace tant in negations.
- (14) Orthographical changing verbs of frequent occurrence in the spoken language should be drilled.

- (15) Some regular reflexives used with great frequency in the spoken language might be included. Se rappeler is to be used in speaking for "to remember." Only those verbs needed for audio-lingual competency in centers of interest are to be so taught in tenses other than present, passé composé and futur.
- (16) Il faut, avoir peur and vouloir are of most frequent use in the spoken language with this construction.
- (17) Additional uses of the subjunctive for reading purposes in grade 10 of the six-year sequence and in grade 11 of the four-year sequence are those used in expressions
- a. after verbs of doubt
 - b. after expressions sans que, quoique, bien que, jusqu'à ce que
 - c. in adjective clauses where the antecedent is indefinite or qualified by a superlative
 - d. in some independent clauses
- (The reading is not necessarily restricted to these constructions.)
- (18) Additional uses of the subjunctive are those after expressions of approval and disapproval after expressions of denial, despair, ignorance or very slight probability.
- (19) The following verbs are listed in the order of their frequency in the spoken language. They represent all the verbs found among the first 755 most frequently used words in spoken French. The lists are in no way intended to limit the scope of the courses. They are included as a guide to teachers in selecting verbs to be used in developing the speaking skill.

Irregular Verbs

- | | | |
|----------------|---------------|-----------------|
| 1. être | 17. connaître | 33. dormir |
| 2. avoir | 18. partir | 34. boire |
| 3. faire | 19. tenir | 35. ouvrir |
| 4. dire | 20. sortir | 36. reprendre |
| 5. aller | 21. revenir | 37. mourir |
| 6. voir | 22. lire | 38. se souvenir |
| 7. savoir | 23. paraître | 39. devenir |
| 8. pouvoir | 24. apprendre | 40. permettre |
| 9. falloir | 25. sentir | 41. rire |
| 10. vouloir | 26. servir | 42. remettre |
| 11. venir | 27. écrire | 43. asseoir |
| 12. prendre | 28. vivre | 44. suivre |
| 13. croire | 29. valoir | 45. reconnaître |
| 14. mettre | 30. conduire | 46. revoir |
| 15. devoir | 31. plaire | 47. offrir |
| 16. comprendre | 32. recevoir | |

Orthographical Changing Verbs

- | | | |
|--------------|-------------|-----------------|
| 1. manger | 9. obliger | 16. arranger |
| 2. appeler | 10. amener | 17. préférer |
| 3. acheter | 11. envoyer | 18. remplacer |
| 4. commencer | 12. enlever | 19. charger |
| 5. payer | 13. emmener | 20. employer |
| 6. rappeler | 14. lever | 21. recommencer |
| 7. changer | 15. espérer | 22. placer |
| 8. essayer | | |

Regular Verbs

- | | | |
|----------------|----------------|-----------------|
| 1. arriver | 27. tomber | 53. expliquer |
| 2. passer | 28. vendre | 54. chauffer |
| 3. parler | 29. compter | 55. manquer |
| 4. trouver | 30. remarquer | 56. aider |
| 5. donner | 31. intéresser | 57. dépendre |
| 6. demander | 32. coucher | 58. tuer |
| 7. aimer | 33. tourner | 59. réussir |
| 8. penser | 34. marier | 60. oublier |
| 9. rester | 35. répondre | 61. assurer |
| 10. travailler | 36. porter | 62. coûter |
| 11. laisser | 37. gagner | 63. rencontrer |
| 12. écouter | 38. apporter | 64. quitter |
| 13. entendre | 39. garder | 65. visiter |
| 14. rentrer | 40. habiter | 66. pousser |
| 15. marcher | 41. présenter | 67. débrouiller |
| 16. regarder | 42. couper | 68. téléphoner |
| 17. monter | 43. continuer | 69. réparer |
| 18. chercher | 44. toucher | 70. gêner |
| 19. jouer | 45. fatiguer | 71. sembler |
| 20. attendre | 46. tirer | 72. sauver |
| 21. perdre | 47. entrer | 73. fermer |
| 22. finir | 48. installer | 74. laver |
| 23. descendre | 49. préparer | 75. remonter |
| 24. arrêter | 50. montrer | 76. sauter |
| 25. raconter | 51. retrouver | 77. étonner |
| 26. occuper | 52. retourner | |

Notations Within the Listings

In the interest of clarity and assistance to teachers in designating the development of the four skills within the structures, several symbols have been used in the listings. They are:

- | | |
|----------------|---|
| L-Limited | All items included are to be incorporated into the audio-lingual skills of pupils within certain limitations. The designation "L" indicates that the forms to be mastered within the structure may be limited. The details governing these limitations are described below. |
| S*-Speaking | Items marked S* are required for audio-lingual competency. Items marked S (without the asterisk) might be incorporated into the audio-lingual skills of more able pupils. |
| F-Functionally | Learned functionally as demanded by the "centers of interest," these items are not to be analyzed grammatically in the grade, even after the patterns have been mastered. |
| R-Reading | These items are to be learned only for the reading skill. |

THE CULTURAL CONTENT

GENERAL COMMENTS

Because an integrated approach demands flexibility in presentation, the general overview outlined in the pages which follow is not intended to define the sequential order of cultural topics as they are to be taught. The plan is meant to indicate the scope of topics from which individual schools might select areas to be incorporated into their courses of study as opportunities arise and as pupils' readiness is manifested. All main topics are eventually to be incorporated into both four- and six-year sequences.

Some suggestions for detail in content and presentation are given in the Department publication, Modern Language Handbook pages 41-54.

The outline is based on a progression from the immediate to the more remote and from the concrete to the abstract. The design is related in a general way to the curriculum of the academic course and with the development of pupils' interests and abilities. Thus, pupils beginning the FL in grade 7 or 9 may correlate their study of the FL country with their immediate environment and with their knowledge of the American heritage as influenced by that country. As pupils progress, teachers will select topics which correlate either with reading, audio-lingual experiences, the study of other subjects, or the current interests of pupils. The topics chosen for pupils in the six-year sequence may vary from those chosen for pupils in the four-year sequence, both in the order selected and in the depth of detail in which they are developed.

The topics outlined in Themes I and II are intended to be incorporated in the elementary and intermediate levels of this course of study.

Theme I. France in the Contemporary World

I. The Influence of France on American Culture

A. Contemporary culture

1. French products imported
(wines, food, perfumes, style, textiles, automobiles, tapestries, glassware, articles de luxe)
2. English language, social customs, cultural pursuits
(art, music, theater, cuisine), dress, furniture

B. The American heritage (emphasizing important facts previously covered in citizenship education)

1. The rôle of France in the early discovery and exploration of America.
2. Place names in the United States as evidence of early exploration and settlement
3. Areas where French is spoken in the United States and Canada
4. The role of France in the Revolution; the Battle of Yorktown (Lafayette, Rochambeau and De Grasse, French naval and ground forces)
5. Great Americans of French descent (salient names only, as they arise, such as Dupont de Nemours, John Jay, Paul Revere, Francis Marion, Gouverneur Morris)
6. Contributions of Frenchmen to the American scene
(L'Enfant, Audubon, Houdon, Rodin, Bartholdi)

II. Areas of the World Where French Is the Official Language

III. France, the Nation

A. The geography of France

1. Location in Western Europe
2. The trip to France by boat, by air
3. Climate, boundaries, rivers, mountains, principal cities, principal provinces

B. Paris

1. Location, general plan and principal monuments
2. Importance as the capital and center of trade and culture

C. The economic geography of France

1. Principal industrial products and the regions where they are produced (coal, steel and steel products, automobiles, airplanes, shipbuilding, aluminum, textiles, wine, chemicals, style, perfumes, arts and crafts)
2. Principal agricultural products: wheat, vegetables, fruits, grapes for wine, sugar beets, livestock, dairy products including cheese, fishing
3. Importance in Western European economy

D. Widely known social customs

1. The café
2. Holidays, such as Noël, Le Jour de l'An, le Quatorze Juillet, Mardi Gras

IV. The Community: Important Areas

Theme 11. The France of the French

1. The French Way of Life

A. Daily life in France

1. Houses and apartments

- a. Types of construction, the rooms, walls and gardens, the function of the "square" or "jardin public" in towns.
- b. The streets and residential areas in city and suburbs.
- c. The concierge; the minuterie system, the elevators

2. Family life

- a. Members of the family; their regard for one another
- b. The family meals
- c. Family recreational activities
- d. Marriage

3. Education in France

- a. The French attitude towards education and educated people
- b. Government control of education - the 17 "academies"
- c. Free and compulsory education (until the age of 16 for those children who reach the age of 6 after January 1959, until 14 for all others)
- d. Écoles Maternelles; Écoles Primaires Élémentaires
- e. Various types of secondary education
- f. The schoolday in elementary school, in secondary school
- g. The examination system for entrance into higher schools
- h. La Distribution des Prix; the award system
- i. Holidays, sports and recreational activities
- j. The universities and the Grandes Écoles
- k. Special schools for art and technical education

4. Recreation in France

- a. The family as the center of social life
- b. The social visit
- c. The café as principal meeting place and place for recreation and conversation
- d. The importance of the promenade
- e. Theaters, concerts, radio and television
- f. Newspapers, magazines and books
- g. Festivals of music and the dramatic arts
- h. The place of sports
- i. Government-sponsored lotteries
- j. Vacations
- k. Resort areas

5. The French worker

- a. The French attitude toward work
- b. The French "artisan"
- c. Trades and professions

- d. The industrial worker
 - (1) Hours of work
 - (2) Unions
 - (3) Protection by legislation
- e. The agricultural worker
 - (1) The wide ownership of small farms
 - (2) The life of the farmer
- f. Social security benefits (general)
- 6. French holidays and customs
 - a. Legal holidays
 - (January 1, Easter, May 1, Ascension Day, Whitsuntide, l'Assomption, Joan of Arc Day, July 14, November 1, November 11, December 25)
 - b. Other important holidays
 - (January 6, Shrove Tuesday, April 1, Mid-Lent, Palm Sunday, Mother's Day, Saint Catherine's Day)
 - c. Grape picking
 - d. Fairs
 - e. The Pardons
 - f. Folk dances
- 7. French Cuisine
 - a. Importance of culinary art in French life
 - b. Famous French terms and French dishes used the world over
 - c. Characteristics of French cuisine
 - d. Breakfast, lunch and dinner in France; le goûter
 - e. French wines
 - f. The specialties of local regions
- 8. Transportation and communication
- 9. The money system
- 10. The metric system
- 11. Religion
- II. Highlights in the History of France
 - A. Early invaders
 - 1. The Celts, Romans, Franks (Goths, Visigoths, Alains, Sèves) and the Normans
 - 2. The ethnic composition of France today as a result of early invasions and later migrations
 - B. Great personalities of French history (salient facts only)
 - Vercingetorix, Charlemagne, St. Genevieve, St. Martin of Tours, Charles Martel, Clovis, Hugues Capet, William the Conqueror, Saint Louis, Joan of Arc, Francis I, Henry IV, St. Vincent de Paul, Richelieu, Louis XIV, Colbert, Louis XV, Louis XVI, Marie Antoinette, Napoleon I, Napoleon III, Marshal Foch, Charles de Gaulle

- C. Outstanding events in French history (salient facts only)
The Battle of Alesia, the conversion of Clovis, the Battle of Tours, the reign of Charlemagne, the conquest of England, the Hundred Years' War, the Siege of Orleans, the Renaissance, the Edict of Nantes, the Revolution of 1789, the First Republic, the Empire under Napoleon I, the Revolutions of 1830 and 1848, the Second Republic, the Second Empire, the Third Republic, World War I, World War II, the Fourth Republic, the Fifth Republic

III. The Historical Monuments of France

- A. In Paris and its environs
Notre-Dame de Paris, St. Germain-des-Prés, la Sainte-Chapelle, la Madeleine, le Sacré-Coeur, le Louvre, le Palais de Versailles, le Château de Fontainebleau, St. Denis, le Panthéon, les Invalides, l'Arc de Triomphe, l'Opéra, la Tour Eiffel and others as met in conjunction with language learnings
- B. In the provinces
The Roman ruins, the châteaux of the Loire, Carcassonne, Mont St. Michel, the Gothic cathedrals, the shrines at Lourdes and Lisieux and others as met in conjunction with language learnings

IV. The French Language

- A. Latin origins
- B. The influences of other languages
- C. The French Academy

V. The government of France

- A. The Fifth Republic
 - 1. Its form and symbols
 - 2. The President, the Prime Minister and the Cabinet
 - 3. The legislative bodies
 - 4. Local government, its composition and principal officers
- B. The Community
 - 1. Important departments, territories and member states
 - 2. Their relationship to Metropolitan France (general)
 - 3. Products important to French or Western economy
- C. The citizens of France
 - 1. Who they are
 - 2. Voting and taxation

Theme III. France in the Development of Civilization

I. French Contributions to Civilization

A. Literature

1. Important French writers and their works
2. The outstanding schools as studied in conjunction with the reading
3. The major literary prizes (Académie, Goncourt, Fémina)
4. Nobel prize winners of recent years

B. The arts (painting, sculpture, architecture)

1. Outstanding painters and their works
2. Important schools of painting (classic, romantic, impressionist, postimpressionist, cubist)
3. Outstanding sculptors and their works
4. Important architects and their contributions (Mansard, Viollet-le-Duc, Le Corbusier)
5. Famous museums and art galleries (Louvre, Art Moderne, Galerie Durand-Ruel)

C. The dramatic arts

1. The outstanding plays and playwrights
2. Molière; Comédie Française
3. The development of motion pictures. Inventors, directors and films internationally known
4. State subsidized theater groups of dramatic art (Comédie Française, Théâtre National Populaire, regional groups)

D. Music

1. Outstanding composers of instrumental music and their works
2. Important composers of operatic or vocal music; the operas and songs
3. The role of France in the development of music; outstanding contributions: the composers and their compositions
 - a. Until Debussy
 - b. The Impressionists
 - c. The group known as "Les Six"
4. State musical groups (Opéra, Opéra Comique, Concerts Lamoureux, Pasdeloup and others)
5. Famous performers and conductors
6. Music in French broadcasting - its influence
7. Popular music and light opera or concert music; famous performers

E. Science

1. Chemistry
Lavoisier, Gay-Lussac, Pasteur, Roux
2. Biology and medicine
Pasteur, Roux, Lamarck, Bernard, Cuvier
3. Mathematics
Descartes, Pascal and others of special interest to pupils such as D'Alembert, Lagrange, Laplace, Poincaré

4. Physics
 - Descartes, Pascal, Pierre and Marie Curie, and others of special interest to pupils such as Coulomb, Ampère, Becquerel, Irène and Frédéric Joliot-Curie, De Broglie
 5. Other outstanding scientists
 - Champollion, Braille, Bertillon
 6. Practical inventions started or developed by France in motors, photography, industrial machines or processes, automotive parts, aviation
 7. Salient facts in the development of aviation by the French
 8. French atomic science today
 9. Modern French research into submarine life
- II. The French Community
 - A. The use of the French language
 - B. The establishment of schools, Pasteur Institutes, universities
 - C. The spread of French cultural patterns
 - III. Institutions to promote the spread of culture
 - A. State subsidized theaters and their implication in raising standards and spreading French culture at home and abroad
 1. Theaters of dramatic art
 2. Theaters of musical art
 3. Government sponsored concert groups
 4. Government owned broadcasting via radio and television
 - B. State supported schools and their implication in the spread of French culture
 1. Conservatoire National de l'Art Dramatique
 2. L'École Nationale Supérieure des Beaux-Arts and l'École Nationale Supérieure des Arts Décoratifs
 3. Conservatoire National de Musique
 4. Le Prix de Rome
 - C. Alliance Française
 1. Organized abroad for the promotion of French culture
 2. Branch in Paris for teaching French to foreigners
 - IV. Democratic ideas and institutions
 - A. The Revolutionary period
 1. Great thinkers of the 18th century
 2. Declaration of the Rights of Man
 - B. The Parliament, voting, civil rights
 - C. The many political parties
 - V. Institutions to promote research and to set standards
 - A. The institute and its academies
 - B. Collège de France

COURSE OF STUDY

FOR

GERMAN

Minimum Essentials

Grades 7 - 12

As outlined in:
German for Secondary Schools

The Bureau of Secondary Curriculum Development
New York State Education Department
Albany, 1960

INTRODUCTION

Scope and Sequence

The structural items listed in the charts which follow are suggested for use in the order indicated to facilitate the achievement of competency in the four skills. The listings aim to serve as a guide to teachers in providing for language experiences in which structural sequences will be progressive and cumulative and have the scope which will give pupils both an adequate tool for communication in the foreign tongue within their language experience and a firm foundation for further study.

In organizing their courses of study, schools are not expected to restrict their teaching guides to conform in every point to the items included in the listings. Structures and verbs in addition to those listed for the grade, or sensible rearrangements of the sequential order among the grades, as required by "centers of Interest", may be practical, since language skills for effective communication are to be developed through functional use and not according to the convenience of teaching the structures per se. The selection of the structures taught in each grade, therefore, should be determined principally by their use in authentic language patterns in meaningful, situational context.

Any item which teachers deem needful for the promotion of communication skills in centers of interest might be included as an expression to be memorized outright or to be developed in whole or in part in pattern drills as a structural item, regardless of its place in the structure charts.

The acquisition of linguistic skills and knowledges, however, must of necessity be systematic and cumulative for eventual control, even on a moderately advanced level. It is as a guide to teachers that the items have been suggested in the order outlined.

A Functional Approach. Because language is essentially speech, the items listed in the structure charts were selected principally on the basis of their relative importance in the spoken, rather than in the written language. In some instances, items may vary from those included in traditional courses of study, either in the order in which they appear or in the fact that they have been included. The placement and inclusion of many items were determined on the basis of their practical use with other items in the grade for functional, oral drill in natural conversational sequences.

Scope. The scope of the listings throughout both sequences includes all major structures needed for competency in the four skills on the secondary level. In the six-year sequence, all major structures will have been presented by the middle of the 11th year, with refinements relegated to the 12th year. A structure chart for the final year of the six-year sequence is not included in the syllabus. Items chosen for presentation or review in this grade will arise from the needs of the group. In the four-year sequence, all major items will have been presented by the middle of the 12th year, which includes essential reviews.

(1) Aural comprehension. It is to be remembered that the standard here is the aural comprehension of a native or near-native speaker, speaking at normal tempo. Pupils, therefore, should have this type of audio experience with the structural items listed through the 11th year of both sequences. It is suggested that, for German, aural comprehension of the vocabulary of Deutsche Sprachlehre für Ausländer, Grundstufe is considered minimal.

(2) Speaking. The listings have been designed so that pupils may attain basic audio-lingual competency on a rudimentary level in the early years. In the four-year sequence, the items most essential for competency in speaking have been presented in grades 9, 10 and 11. In the six-year sequence, greater audio-lingual competency may be expected of pupils. Therefore, speaking skill should be developed in this sequence through the 10th year within the limitations described in this chapter. The listings in the 10th year in this sequence have been designed for that purpose.

(3) Reading. Reading skill is to be developed throughout the grades in both sequences to include all the structures in the listings. In the initial stages, the written language rests squarely on the spoken language. However, after the transfer from the spoken to the written word has been satisfactorily effectuated and the initial period of reading only what has been said is past, the reading need not be limited to material whose structures have been drilled in class. At this point, the reading might begin to exceed as well as include the structures learned. The reading, therefore, is not necessarily restricted to the structures defined in the charts for the various levels. Some controls should be exercised, however, so that meanings are grasped without either confusion or the need for deciphering. A satisfactory relationship between the structures learned and the reading must be maintained.

(4) Writing. Writing skills, aside from imitative writing and dictation, should be developed within the structures primarily on what pupils can say. Although in the beginning years some writing for practice and for clarifying structures may be essential, this writing should be limited to forms involving simple transformations, substitutions or recall of single items. Structurally oriented translation drill involving single pattern changes, therefore, are acceptable. Point-by-point translations from English to the foreign tongue which require multiple thought processes to produce simple sentences are to be avoided. If such translation is to be done at all, it should be reserved for the advanced courses. Contextually oriented materials drawn from material already covered in class might be utilized for "equivalencies" or "free" translation from English to German and from German to English.

Written exercises with reading passages, of course, may be freely utilized with open books prior to or exclusive of the acquisition of the content aurally or audio-lingually.

The structures used in controlled and "free" composition should be derived for the most part from among those the pupils have mastered and can recall through "inner speech." This written material should reflect the written and not the oral language wherever differences occur between them.

Summary:

1. The foreign language is to be learned as a communication tool to be spoken and understood as well as read.
2. Structures should be taught through use in the foreign language until they become part of pupils' habits of expression.
3. Structures, as language, should be taught in situational context.
4. The development of extensive vocabulary may be postponed until after the structure has been mastered.
5. Within the scope of the structural listings, the items required for mastery may vary for each skill.
 - (a) All items in all forms are required for reading.
When pupils have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.
 - (b) Aural comprehension of all structures within the vocabulary and idiom of the grade should be required.
 - (c) Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammar point and the most useful forms of the verbs.
 - (d) Nominative writing of meaningful utterances should be required for all structures and forms pupils are required to speak.

STRUCTURES FOR
FOUR- AND SIX-YEAR
GERMAN SEQUENCES

GERMAN I

Four-Year Sequence and Six-Year Sequence (Grades 7 and 8)

Articles and Numerals

Articles

Definite (7)
Indefinite (7)
Contractions with prepositions (8)
(ex. in dem = im)
Omissions with professions (7)
names of countries, cities, regions,
states, continents (8)

Numerals

Cardinals
0-100 (7)
0-1000 (8)
Ordinals
1st to 10th (7)
1st to 35th (8)
Including:
addition (7)
subtraction (7)
telling time (8)

Nouns and Pronouns

Nouns

Gender (7)
Number (7)
Nominative, Accusative case (7)
Dative case (7 & 8)
Pluralization (7)
Nouns of
occupation (7)
number (7 & 8)
measurement (8)
time (8)

Pronouns

Personal as subjects (7)
Interrogatives
wer, was (7)
Demonstratives
dieser-words (7)
der, die, das (8)

Adjectives and Prepositions

Adjectives

Predicate (7)
Attributive (7)
Inflections of
attributives (7 & 8)
when preceded by articles (7)
when not preceded by articles (8)
Possessives (8)

Prepositions

Those frequently used (7)
Use of dative, accusative, and
dative-accusative with certain
prepositions (8)

Adverbs

Adverbs

Those frequently used (7)
Time (8)
Place (7 & 8)
Affirmatives:
ja (7)
jawohl, doch (8)
Negatives:
nein, nicht (7)
Interrogatives:
wie, wo (7)
wann, hin, woher, womit, etc.
(8)

Verb Structures

Strong and Irregular Verbs

Conjugations of

- Strong and weak verbs (7 & 8)
- Three imperative forms (7 & 8)
- Interrogative forms (7)
- Position of nicht (7 & 8)
- Position of verbs:
 - in normal/inverted word order with und, aber, denn (7)
 - with transposed word order, dass, als, weil, wenn (8)
- Function of:
 - infinitives
 - past participles
- Some common prefixes (7)
 - separable/inseparable (8)

Modal auxiliaries

- wollen, müssen, können (8)

List for (7)

sein	geben
haben	tun
gehen	bringen
kommen	heissen
nehmen (an-)	beginnen
stehen (ver-)	essen
sitzen (be-)	trinken
sprechen	singen
lesen	schlafen

List for (8)

sehen (an-)	schliessen
liegen	denken
schreiben	wissen
treten (ein-)	fangen (an-)

In six-year sequence, add first six verbs from the chart which follows (8) (any others which occur in the course of the lessons and which the teacher deems desirable)

Tenses and Moods

Tenses

- Gegenwart I (Present) (7)
- Gegenwart II (Present Perfect) (8)
- In six-year sequence, add Möglichkeitsform (Subjunctive) of sein, haben, werden in present and past tenses (8)

GERMAN II*

Articles and Numerals

Articles

Omissions with:

Names of languages, unmodified
nouns of nationality and profession
after sein

Use with nouns in general

Used as limiting adjectives

Numerals

Cardinals from 1000

Ordinals from 36th

Including:

multiplication
division

Nouns and Pronouns

Nouns

Review pluralization

Genitive

Review:

nominative

accusative

dative

Nouns formed from:

adjectives

participles

Pronouns

Review:

interrogatives

demonstratives

Introduce:

reflexives

relatives

indefinites

Use of personal pronouns as
objects

Adjectives and Prepositions

Adverbs

Adjectives

attributive, declension of

Review:

possessives

Comparison of adjectives including
some irregulars as the need arises

Use of present participles and past
participles as adjectives

Prepositions

Use of genitive with certain prepositions

Wo(r) and da(r) plus prepositions

Adverbs

Position in structure

Adjectives as adverbs

Comparison

* Beginning with German I, the remaining levels of both sequences are the same.

Verb Structures

Strong and Irregular Verbs

Review conjugation of strong and weak verbs

Conjugation of reflexives

Use of present/past participles

Use of helfen, hören, sehen, lassen, with other verbs

Position of verbs in the transposed word order plus additional conjunctions

Modal auxiliaries

Review use of wollen, müssen, können, and previously listed irregular verbs in new tenses and moods

Introduce dürfen, mögen and sollen

fahren (er-)

rufen (an-)

nennen

laufen

helfen

senden

(above verbs also for Grade 8 in the six-year sequence)

werden

bleiben

fliegen

tragen

treffen (be-)

halten (be-,ent,er-)

sterben

kennen (er-)

bieten (an-)

schlagen

werfen

bitten

lassen (ver-)

(Any others which occur in the course of the lessons and which the teacher deems desirable)

entscheiden

brechen

gelten

Tenses and Moods

Tenses

Gegenwart I (Present)

Gegenwart II (Present Perfect)

Vergangenheit I (Past)

Zukunft I (Future)

Moods

Leideform (Passive)

(Simple forms of present and past tenses)

Möglichkeitsform

(Subjunctive) of sein, haben, werden in the present and past tenses (8)

GERMAN III

Articles

Use with:

- abstract nouns
- generic nouns
(Der Mensch ist sterblich)
- nouns of special limitation
 - a. collective bodies
 - b. metals and materials
 - c. names of seasons, months, days
- titles

Omission with certain proverbs and sayings

(ex: Keine Regel ohne Ausnahme=
The exception proves the rule.)

Nouns and Pronouns

Nouns

Review the formation of nouns from present participles and past participles

Nouns formed from infinitives and their usage and gender

Pronouns

Use of pronouns as double objects plus their word order

Reciprocal pronouns

einander, sich

Intensive pronouns

selber, selbst

(indeclinable)

Adjectives and Prepositions

Adjectives

- extended adjective construction
- extended adjective construction but followed by independent adjectives
(ex: Die obengenannte weisse Katze..)

Prepositions

Review wo(r) and da(r) with prepositions

Adverbs

Review adverbs of time, place

Introduce adverbs of

cause, manner, conditions, quality, intensity, degree, measure

modal adverbs

vielleicht, etwa, kaum,

wahrscheinlich

Verb Structures

Strong and Irregular Verbs

Use of infinitives:

with zu as nouns and as imperatives

Additional verbs which are followed
by an infinitive:

bleiben, gehen, machen, lernen,
lehren, heissen

Present participles and past parti-
ciples used as nouns

Reflexive verbs followed by wie or
als plus the nominative case

Use of the subjunctive mood in indirect
discourse

Uses of the passive voice

schneiden

weisen (be-, er-)

verlieren

schaffen

erkennen

verbinden

heben (er-)

vergessen

fallen

steigen

schieben

gewinnen

vergleichen

befehlen

verzeihen

laden

stechen

scheinen (er-)

wachsen

empfehlen

geschehen

geniessen

(Any others which occur in the
course of the lessons and which
the teacher deems desirable)

Conjunctions

Coordinating:

copulative/adversative and
causal/conclusive

Subordinating:

time, place, manner, purpose,
causal, concessive and conditional

Tenses

Moods/Forms

Gegenwart I (Present)

Gegenwart II (Present Perfect)

Vergangenheit I (Past)

Vergangenheit II (Past Perfect)

Zukunft I (Future)

Zukunft II (Future Perfect)

Leideform (Passive)

(additional forms)

Bedingungsform (Conditional)

Möglichkeitsform (Subjunctive)

(additional forms)

GERMAN IV

<u>Articles, Adjectives & Adverbs</u>	<u>Pronouns and Prepositions</u>
Review the various uses of articles	Review: - object pronouns - possessives - demonstratives - interrogatives - relatives - indefinites - reciprocals - intensives
<u>Adjectives</u> Review all types and their usages Introduce or emphasize adjectives which govern the a. genitive case b. dative case	<u>Prepositions</u> Review prepositions and their use and meanings in context
<u>Adverbs</u> Interrogative adverbs: ob? nun? so? wieso? nicht wahr? Prepositional phrases, dependent clauses, and other word groups which function as adverbs	
<u>Verb Structures and Tenses</u>	<u>Strong and Irregular Verbs</u>
<u>Review</u> Various uses of infinitives with/without zu The position of verbs and auxiliaries in the sentence structures Uses of present subjunctives (Type I) and past subjunctives (Type II) <u>Introduce</u> Usage of the subjunctive mood in unreal conditions Conditionals in subjunctive mood constructions Passive voice in subjunctive mood Substitution of reflexive for passive <u>Conjunctions</u> Omission in compound sentences Review and reinforce coordinating and subordinating conjunctions	greifen leiden pfeifen raten erwerben fliehen gelingen verbergen hauen schreien reißen treiben verderben verschwinden wenden ziehen (be-) zwingen wiegen
<u>Tenses</u> Gegenwart I (Present) Gegenwart II (Present Perfect) Vergangenheit I (Past) Vergangenheit II (Past Perfect) Zukunft I (Future) Zukunft II (Future Perfect)	<u>Moods/Forms</u> Review all forms and moods of conjugations in both sequences

THE CULTURAL CONTENT

GENERAL COMMENTS

Because an integrated approach demands flexibility in presentation, the general overview outlined in the pages which follow is not intended to define the sequential order of cultural topics as they are to be taught. The plan is meant to indicate the scope of topics from which individual schools might select areas to be incorporated into their courses of study as opportunities arise and as pupils' readiness is manifested. All main topics are eventually to be incorporated into both four- and six-year sequences.

Some suggestions for detail in content and presentation are given in the Department publication, *Modern Language Handbook*, pp. 95-108.

The outline is based on a progression from the immediate to the more remote and from the concrete to the abstract. The design is related in a general way to the curriculum of the academic course and with the development of pupils' interests and abilities. Thus, pupils beginning the FL in grade 7 or 9 may correlate their study of the FL country with their immediate environment and with their knowledge of the American heritage as influenced by that country. As pupils progress, teachers will select topics which correlate either with reading, audio-lingual experiences, the study of other subjects, or the current interests of pupils. The topics chosen for pupils in the six-year sequence may vary from those chosen for pupils in the four-year sequence, both in the order selected and in the depth of detail in which they are developed.

The topics outlined in Themes I and II are intended to be incorporated in the elementary and intermediate levels of this course of study.

Theme I. The German Lands in the Contemporary World

I. The influence of the German lands on American culture

A. Contemporary culture

1. German products imported:

(A.G.S.*) textiles, handicrafts, chemicals

(A.G.) china, glassware, motorcycles, cutlery

(A.S.) sporting goods, shoes

(G) musical instruments, toys, radios, optical instruments and cameras, automobiles, ships

(S) watches and parts, cheese, fancy articles

(G.S.) machinery, precision instruments, tools, pharmaceuticals

2. English language, social customs, cultural pursuits (art, music, theater, cuisine), dress

B. The American heritage (emphasizing important facts previously covered in Social Studies classes)

1. Place names in the United States as evidence of early exploration and settlement

2. Areas where German is spoken in the United States

3. The role of Germans in the Revolution: the Battle of Oriskany in the Mohawk Valley (General Nicholas Herkimer); Baron von Steuben; Baron de Kalb

4. The role of Germans in the Civil War: German regiment and artillery company under Franz Sigel from Baden, Germany; German-American Regiments from various states; Carl Schurz

5. Great Americans and American families of German descent (salient names only, such as the Astors, the Rockefellers, the Roeblings, Admiral Chester Nimitz, Dwight D. Eisenhower, Robert Wagner, Henry Clay Frick)

6. Famous German immigrants: Peter Minuet, Johann Peter Zenger, Charles P. Steinmetz, Walter Damrosch, Johann August Roebling, Carl Schurz, Albert Einstein, Wernher von Braun, Thomas Mann, Albert Gallatin, Max Theiler, Ernest Bloch, Lise Meitner, Otto Preminger, Walter Slezak, Rudolf Bing, Robert F. Wagner, Kurt Weill, Ottmar Mergenthaler

II. Countries of Europe where German is spoken or is the official language:

Austria, Germany, Liechtenstein, Switzerland

* A = Austria

G = Germany

S = Switzerland (German-speaking cantons)

III. The German lands

- A. The geography of Austria, Germany and Switzerland
 - 1. Location in Europe
 - 2. The trip to German lands by airplane, ship, railroad and automobile
 - 3. Climate, boundaries, rivers, mountains, principal cities, principal states
- B. The three capitals
 - 1. Locations, general layout, principal attractions
 - 2. Their importance as capitals and cultural centers
- C. The economic geography of the German lands
 - 1. Principal industrial products and the regions where they are produced (coal, steel, steel products, automobiles, motorcycles, ships, aluminum, textiles, chemicals, pharmaceuticals, watches, leather goods, toys, printed matter, china, clocks, glass, wine, beer, precision machinery and instruments, cameras, optical products)
 - 2. Principal agricultural and forest products: milk, butter, cheese, rye, wheat, oats, corn, vegetables, grapes, fruit, livestock, meat and meatfats, eggs, fish, wood and wood products.
 - 3. Importance in European economy
- D. Widely known social customs
 - 1. The Kaffeehaus (Cafe), Restaurant, Weinstube and Stammtisch as social meeting places; the coffee hour
 - 2. Holidays, such as Weihnachten, der Nikolaustag, Sylvester, Pfingsten, Karneval, Fasching, Fastnacht

Theme II. The Germans in Their Home Lands

I. The German way of life

A. Home life in German lands

1. The physical environment

a. Houses and apartments

(1) Types of construction, (stone, wood) the rooms walls and gardens, the function of the Marktplatz or Anlage in towns

(2) The streets and residential areas in cities and suburbs; Schrebergarten

b. Historical heritage: town walls, castles, cathedrals, churches, ancient houses, town halls, monuments

c. Intensive use of rural land for agriculture, animal husbandry and forestry; the Stadtwald

2. Family life

a. Members of the family; their regard for one another

b. The family meals

c. Family recreational activities

d. Courtship and marriage

3. Education in the German lands

a. The German attitudes towards education and educated people

b. Government control of education in Austria through the Bundesministerium für Unterricht

c. State and district control of education in Germany and Switzerland

d. Schools and schooling (Variations in details are to be found among some districts.)

Austria:

Age 6 to 14/15 or 8 school years

4 years Volksschule (free and compulsory)

4 years Hauptschule or Sonderschule (free and compulsory)

Tuition schools: most trade-vocational schools; all academic high schools

Germany:

Age 6 to 16/19 or 10-13 school years

Track I, 8 years Volksschule plus 4 years Berufsschule (part time, while learning a trade; free and compulsory)

Track II, 4 years Volksschule plus 6 years Mittelschule (free and compulsory)

Track III, 4 years Volksschule (free and compulsory), plus 9 years Gymnasium or höhere Schule (3 types)

Switzerland:

Age 6/7 to 15/16 or 8-9 school years

4-5 years lower primary school

(Primarschule) (free and compulsory)

3-4 years upper primary school (free and compulsory)

Tuition schools: academic secondary 8 years,

4-5 years Primarschule

Commercial/technical secondary

3-4 years after 8-9 years Primarschule

- e. The Kindergarten (with various agencies)
 - f. The Volksschule, 8 years (G) 4 years (A) followed by Hauptschule for 4 years (A); the Primarschule 8-9 years (S)
 - g. Various types of secondary education (separation of boys and girls) Sekundarschulen (S) Gymnasien (A.G.S.) Mittelschulen (A.G.)
 - h. The school day in elementary and secondary schools (6 days from 8/8:30 a.m. to 12/1:30 p.m.)
 - i. The examination system for entrance into higher schools: Reifeprüfung/Abitur (A.G.) Matura/Maturität (A.S.) Baccalaureat (S)
 - j. Holidays, sports, recreational activities in schools
 - k. Adult education: Volkshochschule (A.G.), branches of vocational schools and universities (S)
 - l. The universities and the Technische Hochschulen
 - m. Special schools for art and technical education (Kunstakademien and Technikums)
4. Recreation
- a. The family as the center of social life; stress on children, handicrafts
 - b. The social visit
 - c. The Kaffeehaus and Gastwirtschaft as the principal meeting places for recreation and conversation
 - d. Theaters, opera, concerts, radio and television
 - e. Newspapers, magazines and books
 - f. The place of sports, hiking and excursions
 - g. The government sponsored and controlled lotteries
 - h. Music and the dramatic arts: festivals; amateur participation in the home, school, village, and city club
 - i. The vacation (mountains, seashores, camping sites)
 - j. Resort areas and spas

5. The German worker
 - a. Attitude toward work
 - b. Professions
 - c. Trades
 - d. The Industrial worker and artisan
 - (1) Hours of work
 - (2) Unions
 - (3) Legal protection by legislation
 - (4) Pensions and health benefits
 - e. The agricultural worker
 - (1) The wide ownership of small, productive farms
 - (2) The life of the farmer
 - f. Social security (general)
6. Holidays and customs in the German lands
 - a. The legal holidays

(A.G.S.) New Year's Day; Good Friday; Easter Sunday; Christmas (Dec.25); Whitsunday

(A.G.) Christmas (Dec.26); Easter Monday; Labor Day (May 1); Ascension Day; Whitmonday

(A.S.) Assumption Day (also in Bavaria)

(A) Austrian Flag Day (Oct.26)

(G) Tag der Einheit (June 17)

(S) National holiday (Aug.1) Federal Day of Atonement and Prayer (Thanksgiving: third Sunday in September)
 - b. Other important holidays which are legal in certain states only:

Epiphany; Corpus Christi; All Saints Day; Immaculate Conception, Advent
 - c. Grape picking (wine harvest)
 - d. The fairs (industrial and local)
 - e. Carnivals (Fasching, Fastnacht, Karneval, Kirmes, Weihnachtsmarkt)
 - f. The folk dances
7. German cuisine
 - a. Characteristics of German cooking
 - b. The typical meals in the German nations
 - c. Wines and beers
 - d. Specialties of local regions
 - e. Well-known dishes and baked goods
8. Transportation and communication
9. The money systems; Schilling (A), Deutschmark (G), Franken (S)
10. The metric system
11. Religion

- II. Highlights in the history of the German lands
- A. The original inhabitants in the present German language area
 - 1. Germanic tribes in the North and Northeast
 - 2. Celts (Kelten) in the South and Southwest
 - 3. Slavs in the East
 - B. The early invaders and the Germanic migrations
 - 1. The Romans (invaded Celtic regions)
 - 2. The Slavs and the Asian invaders, such as the Mongols, Magyars and the Huns (invaded several sections temporarily)
 - 3. The Germanic migrations: The Alemanni, Franks and Bavarians who moved into the Celtic area, pushing out the Romans; the Frisians, Thuringians and Saxons who remained in the North
 - 4. The ethnic composition of the Germanic nations today as a result of early invasions, the Germanic migrations and later conquests
 - C. Leading personalities of German history (salient facts only)
 - 1. Common German rulers: Charles the Great (Charlemagne), Otto the Great, Frederick Barbarossa, Rudolf von Habsburg
 - 2. Separation of the three German lands, each one following its own national interests
 - a. Austria: Rudolf von Habsburg (kept the duchy of Austria in his family); Duke Rudolf IV, founded the University of Vienna which he expanded to join with his family property in Switzerland; Emperor Maximilian I, the "Last Knight," brought Austria to new heights in the late 15th and early 16th century; Charles V (1519-56) expanded Austria to include Bohemia and Hungary; Maria Theresa, first Empress of Austria; Andreas Hofer, national hero, fought Napoleon; Franz I, Emperor of Austria, abdicated the title of "Emperor of the Holy Roman Empire of the German Nation" in 1806; Prince Metternich and the Congress of Vienna; Franz Joseph I; Archduke Franz Ferdinand; Dr. Engelbert Dollfuss; Dr. Karl Renner; General A.D. Korner; Ing. Julius Raab; Ing. Leopold Figl

- b. Germany: Rudolf von Habsburg, chosen as emperor in 1273, Habsburg dynasty ruled Germany without interruption from 1438-1740 (1806); Friedrich von Hohenzollern received the Mark Brandenburg in 1415; Martin Luther (1483-1546) started the German Reformation; Frederick the Great made Prussia a Great Power; Baron von Stein brought about the great Prussian reforms of 1808; Karl Marx (1818-83); Fürst Otto von Bismarck; King William of Prussia, proclaimed Emperor William I of the German Reich; William II (1888-1918); Friedrich Ebert and General von Hindenburg, Presidents of the Weimar Republic; Gustav Stresemann; Adolf Hitler; Konrad Adenauer
- c. Switzerland: Rudolf von Erlach, early leader of Bernese troops during Bern's expansion; Adrian von Bubenberg who defeated Charles the Bold, Duke of Burgandy, at Morat; William Tell, national hero, depicting the will to independence; Hans Waldmann, Burgomaster of Zurich and great military leader in the war against Charles the Bold (1476-77; Cardinal Schinner's defeat at Mangnano (1515) leading to Swiss withdrawal from the war, the first step towards neutrality; Ulrich Zwingli, who began Swiss Reform Movement in Zurich (1519); Jean Calvin and Farel, leaders of the reform movement in Geneva; Rudolf von Wettstein, Burgomaster of Basel, who represented the Swiss Federation in the peace conference of Westphalia (1648) which recognized Swiss independence; General Dufour, who suppressed the activities of the Catholic Sonderbund in 1847 and restored internal peace to Switzerland; Henri Dunant, founder of the International Red Cross
- D. Outstanding events in German history (salient facts only)
 - 1. General: The Germanic Migrations; the crowning of Charlemagne by Pope Leo III in 800; the establishment of the Karolingische Mark (Austria) in 803; the Carolingians (768-919); the Saxons (919-1029), including Otto the Great; the Franconians (1029-1150); the Hohenstaufens (1150-1254), including Frederick Barbarossa; colonization of the lands east of the Elbe (1200-1400) by the Deutschritterorden

2. Specific by countries:

- a. Austria: Establishment of the Karolingische Mark in 803 as a safety zone against the Magyars; reestablishment by Otto the Great in 955; house of Babenberg receives the Ostmark in 976; Rudolf von Habsburg takes over the Babenberg holdings; era of Austrian expansion by marriage to include Burgundy, Spain, Spanish possessions in America, Bohemia and Hungary (15th and 16th century); the Turkish invaders are defeated near Vienna in 1529 and again in 1683; reforms under Joseph II; European politics directed by Prince Metternich; the Congress of Vienna and the Holy Alliance; the Revolution of 1848 (downfall of Metternich); the war with Prussia (1866) "Ausgleich" of 1867 results in the establishment of the Dual-Monarchy (Austria-Hungary); occupation of Bosnia and Herzegovina (Congress of Berlin, 1878); annexation of Bosnia and Herzegovina in 1908; assassination of Archduke Francis Ferdinand (1914); World War I; the First Republic; Anschluss (1938); the Second Republic; the peace treaty of 1955; Austrian declaration of neutrality (1955)
- b. Germany: Rise of feudalism; rise of the Hanseatic cities (ca. 1350); establishment of the "Mark Brandenburg" in 1415; the house of Hohenzollern; Martin Luther's Reform Movement; The Thirty Years' War (1618-48); the rise of Prussia; the Seven Years' War (1756-63); collapse of the First German Empire (1806); formation of the "Deutscher Bund" under Prussian leadership in 1815 after Napoleon's defeat; uprisings of 1830 and 1848; war between Prussia and Austria (1866); the rise of Chancellor Bismarck; Franco-Prussian War (1870-71); unification of Germany and founding of the Second Empire (1871); World War I; Weimar Republic; Nazi Germany and World War II; division into the so-called "Democrat Republic" and the Federal Republic of Germany

- c. Switzerland: Independence from the Holy Roman Empire is achieved in the Swabian War of 1499; confederation expands to 13 states in 1513; military collapse, under Cardinal Schinner (1515), was the first step towards neutrality; reformation brings internal conflicts (four religious wars between 1529-1712); Treaty of Westphalia recognizes Swiss independence; confederation grows to 22 states (1815), each with equal status; new Federal Constitution adopted (1848); the International Red Cross Society is formed in 1864; League of Nations establishes its permanent headquarters in Geneva; London declaration of 1920 recognizes Swiss neutrality
- III. Historical buildings and monuments
 - A. In Austria (Examples: Stephansdom, Schloss Belvedere, Schönbrunn, Innsbrucker Hofkirche)
 - B. In Germany (Examples: Kölner Dom, Brandenburger Tor, Niederwalddenkmal)
 - C. In Switzerland (Examples: Rathaus zu Basel; Reformationsdenkmal zu Genf, Chillon, International Postal Union)
- IV. The German language
 - A. Indo-European origins
 - B. The influences of other languages
 - C. Mundarten, Hochsprache, Schriftsprache, Bühnensprache
- V. The governments of the German lands
 - A. The Federal Republics of Austria, Germany and Switzerland
 - 1. Forms and symbols
 - 2. The President (A.G.S.), the Chancellor (A.G.), the Federal Council (S), the Cabinet (A.G.)
 - 3. The legislative bodies (lower and upper houses)
 - a. Austria - Nationalrat, Bundestag
 - b. Democratic Republic of Germany - Volkskammer, Länderkammer
 - c. Federal Republic of Germany - Bundestag, Bundesrat
 - d. Switzerland - Nationalrat, Ständerat
 - 4. Local and State governments, their composition and principal officers
 - B. The citizens of the German lands
 - 1. Their constitutional rights and privileges
 - 2. Voting and taxation

Theme III. The German Lands in the Development of Civilization

I. German contributions to the arts

A. Literature

1. Important German writers and their works (including contemporary writers)
2. Main currents of German literature as studied in relation to the reading
3. Nobel prize winners

B. The arts (painting, sculpture, architecture)

1. Outstanding painters and their works
2. Outstanding sculptors and their works
3. Outstanding architects and their achievements
4. Famous museums and art galleries

C. The dramatic arts

1. The outstanding plays and playwrights
2. The development of motion pictures; well-known directors, actors and films
3. State subsidized theater groups of dramatic art under the separate states

D. Music

1. Outstanding composers of instrumental, operatic and vocal music and their works
2. Famous performers and conductors
3. Popular music and light opera or concert music
4. State subsidized musical groups
5. Music in German broadcasting - its influence
6. Music festivals: Salzburger Festspiele, International Music Festival in Lucerne, Richard Wagner Festival in Bayreuth and others

II. German contributions to the sciences

The teacher may point out that of 200 Nobel prizes which were awarded from 1901 to 1958 in the fields of physics, chemistry and medicine, 68 were presented to people from the German lands. The teacher may want to consult a recent almanac or other source for particulars.

A. Chemistry: development of agricultural chemistry; metallurgy, synthesis of organic matter; aniline dyes; synthetic materials; nuclear science

B. Biology and medicine: research in bacteriology; laws of inheritance; techniques in surgery; immunity and serum therapy

C. Mathematics: differential calculus; functions; calculators

D. Physics: spectral analysis; conservation of energy; research in atomic structure; theory of relativity; quantum theory; optics; X-rays; radio; astronomy; electro-magnetism

- E. Practical inventions started and/or developed by nationals in German-speaking lands in motors, photography, industrial machines or processes, automotive parts, aviation
- F. Modern German research: development of rockets; space studies

SOME BASIC VALUES AND CHARACTERISTICS OF THE GERMAN PEOPLE

In the teaching of culture, an understanding of the German people is one of the principal objectives to be attained. Insights into their psychology may be developed by pointing out their beliefs, basic values and characteristics in the context of their cultural patterns. Since the German-speaking people share with their neighbors in Europe many elements of a common European culture, it may be incautious to label an observed behavior as peculiar to any one national group or subgroup. The wise teacher will strive to show that certain patterns of behavior are to a greater or lesser degree prevalent in some localities than in others. For instance, the following statements are said to express characteristics of high value to the German peoples, but are by no means confined to them:

- . Knowledge and sound reasoning are admired and respected.
- . Hard work and conscientious workmanship are held to be virtues.
- . A great respect for authority and a sense of order and tidiness are encouraged from childhood on.
- . Love of nature, of flowers and forest, is shown in home and civic life, in literature and music.

It is to be noted that there are certain conditions peculiar to German lands which affect cultural developments:

- . Catholic and Evangelical churches are in close balance.
- . There is a continuing struggle between East and West for political control in German areas.
- . The economic and geographical location in central Europe gives the German-speaking lands a strategic advantage.

In these major backgrounds the colorful details of local customs, the tempo of daily life, the education of the young and the progress of society toward a more harmonious whole develop step-by-step into a cultural entity shared by the three German-speaking countries.

The following are the major areas within which teachers and pupils can identify values held by the German-speaking peoples:

- . Family life
- . Education
- . Ethics and personal relations
- . Beauty, art and esthetics
- . General knowledge
- . General conduct
- . Respect for German heritage
- . Language

Course of Study
for
SPANISH

Minimum Essentials
Grades 7 - 12

As outlined in:
Spanish for Secondary Schools

The Bureau of Secondary Curriculum Development
New York State Education Department
Albany, 1960

Introduction

Scope and Sequence

The structural items in the charts which follow are suggested for use in the order indicated to facilitate the achievement of competency in the four skills. The listings aim to serve as a guide to teachers in providing for language experiences in which structural sequences will be progressive and cumulative and have the scope which will give pupils both an adequate tool for communication in the foreign tongue within their language experience and a firm foundation for further study.

In organizing their courses of study, schools are not expected to restrict their teaching guides to conform in every point to the item included in the listings. Structures and verbs in addition to those listed for the grade, or sensible rearrangements of the sequential order among the grades, as required by "centers of interest," may be practical, since language skills for effective communication are to be developed through functional use and not according to the convenience of teaching the structures per se. The selection of the structures taught in each grade, therefore, should be determined principally by their use in authentic language patterns in meaningful, situational context.

Any item which teachers deem needful for the promotion of communication skills in centers of interest might be included as an expression to be memorized outright or to be developed in whole or in part in pattern drills as a structural item, regardless of its place in the structure charts.

The acquisition of linguistic skills and knowledges, however, must of necessity be systematic and cumulative for eventual control, even on a moderately advanced level. It is as a guide to teachers that the items have been suggested in the order outlined.

A Functional Approach. Because language is essentially speech, the items listed in the structure charts were selected principally on the basis of their relative importance in the spoken, rather than in the written language. In some instances, items may vary from those included in traditional courses of study, either in the order in which they appear or in the fact that they have been included. The placement and inclusion of many items were determined on the basis of their practical use with other items in the grade for functional, oral drill in natural conversational sequences.

Scope. The scope of the listings throughout both sequences includes all major structures needed for competency in the four skills on the secondary level. In the six-year sequence, all major structures will have been presented by the middle of the 11th year, with refinements relegated to the 12th year. A structure chart for the final year of the six-year sequence is not included in the syllabus. Items chosen for presentation or review in this grade will arise from the needs of the group. In the four-year sequence, all major items will have been presented by the middle of the 12th year, which includes essential reviews.

(1) Aural comprehension. It is to be remembered that the standard here is the aural comprehension of a native or near-native speaker, speaking at normal tempo. Pupils, therefore, should have this type of audio experience with the structural items listed through the 11th year of both sequences. In a general way, the listings in the Spanish structure charts parallel the recommendations of an ad hoc committee of the Modern Language Association as reflected in their project, Modern Spanish.*

(2) Speaking. The listings have been designed so that pupils may attain basic audio-lingual competency on a rudimentary level in the early years. In the four-year sequence, the items most essential for competency in speaking have been presented in grades 9 and 10, plus those items marked S* in grade 11. The latter should be presented as early as possible in the 11th year. In the six-year sequence, greater audio-lingual competency may be expected of pupils. Therefore, speaking skill should be developed in this sequence through the 10th year within the limitations described in this chapter. The listings in the 10th year in this sequence have been designed for that purpose.

*See p.149-151, Spanish Syllabus; also, pp. 148-165

(3) Reading. Reading skill is to be developed throughout the grades in both sequences to include all the structures in the listings. In the initial stages, the written language rests squarely on the spoken language. However, after the transfer from the spoken to the written word has been satisfactorily effectuated and the initial period of reading only what has been said is past, the reading need not be limited to material whose structures have been drilled in class. At this point, the reading might begin to exceed as well as include the structures learned. The reading, therefore, is not necessarily restricted to the structures defined in the charts for the various levels. Some controls should be exercised, however, so that meanings are grasped without either confusion or the need for deciphering. A satisfactory relationship between the structures learned and the reading must be maintained.

(4) Writing. Writing skills, aside from imitative writing and dictation should be developed within the structures primarily on what pupils can say. Although in the beginning years some writing for practice and for clarifying structures may be essential, this writing should be limited to forms involving simple transformations, substitutions or recall of single items. Structurally oriented translation drills involving single pattern changes, therefore, are acceptable. Point-by-point translations from English to the foreign tongue which require multiple thought processes to produce simple sentences are to be avoided. If such translation is to be done at all, it should be reserved for the advanced courses. Contextually oriented materials drawn from material already covered in class might be utilized for "equivalencies" or "free" translation from English to Spanish and from Spanish to English.

Written exercises with reading passages, of course, may be freely utilized with open books, prior to or exclusive of the acquisition of the content aurally or audio-lingually.

The structures used in controlled and "free" composition should be derived for the most part from among those the pupils have mastered and can recall through "inner speech." This written material should reflect the written and not the oral language wherever differences occur between them.

Summary:

1. The foreign language is to be learned as a communication tool to be spoken and understood as well as read.
2. Structures should be taught through use in the foreign language until they become part of pupils' habits of expression.
3. Structures, as language, should be taught in situational context.
4. The development of extensive vocabulary may be postponed until after the structure has been mastered.
5. Within the scope of the structural listings, the items required for mastery may vary for each skill.
 - a) All items in all forms are required for reading. When pupils have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.
 - b) Aural comprehension of all structures within the vocabulary and idiom of the grade should be required.
 - c) Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammar point and the most useful forms of the verbs.
 - d) Nonimitative writing of meaningful utterances should be required for all structures and forms pupils are required to speak.

STRUCTURES
for the
FOUR - and SIX - YEAR
SPANISH SEQUENCES

Grade 7

Articles

Definite

indefinite

Contraction with a and de

Functional uses

with titles and classifying
nouns (1)

with clothing and parts of the
body, as needed (2)

Omission with

languages after hablar (F)

Numbers

Cardinals: 1-100

Nouns and Pronouns

Nouns

Number

Gender

Use of de for possession

Use of personal a

Pronouns

Subject

Single indirect object

Interrogatives (F)

Quién(es), qué

A quién(es), de quién(es)

Cuál(es) with ser

Adjectives and Adverbs

Adjectives

Number and gender

Simple position

Exclamatory and interrogative qué (F)

Possessives L

Adverbs

Interrogatives (7)

as needed only

Common adverbs as vocabulary

as needed

Negatives

Position of no

(The meaning of letters and numbers is explained at the end of this section)

VERBS

Verb Structures	Irregular Verbs	Tenses
Omit vosotros form (8)	ser	Presente
Regular verbs	estar	
First conjugation (choice)	decir	
Second and third conjugation as needed (9)	hacer	
Ir a plus infinitive	ir	
Commands (F) (13)	tener	
Estar for health and location	dar	
Use of Hay	poner	
Use of gustar (L)	querer	
Idioms with tener and hacer as needed	Functionally, any verb needed for classroom routines	
Quisiera (F)		
Tag questions (14)		

Grade 8

Articles

Nouns and Pronouns

Omission

with nationality and profession (F)
with parts of the body
and clothing
with titles and classifying
nouns (L) 1

Use with days, months, seasons, and
time expressions, as needed, (F)
with nouns of weight and
measure (F)

Pronouns

Single direct object with
verbs and complementary
infinitives (3)

Interrogatives

Quién(es), qué
A quién(es), de
quién(es)

Adjectives and Adverbs

Adjectives

Common limiting adjectives (4)
Common descriptive adjectives
Apocopation (5)
Possessives (complete)
Demonstratives (6)

Adverbs

Common adverbs as vocabulary
(continued)
Interrogatives (7)

Negatives

no...nada

VERBS

Verbs Structures	Irregular Verbs	Tenses
Regular verbs		
First conjugation (continued)	poder	presente
Second conjugation and	saber	pretérito
Third conjugation (9)	oir	verbos
Regular present participles		regulares
Preterites of irregular verbs (L)	ver	verbos
Radical changing verbs as needed (10)	salir	irregulares (L)
Complementary infinitive (11)	leer	gerundio
Tener que plus infinitive	conocer (F)	
Para plus infinitive	sentarse (F)	
Simple reflexives (12)		
Principal uses of ser and estar		
Use of había		
Additional idioms with tener and hacer		
Individual forms of the future as needed (F)		
Gustar in the preterite		
Verbs previously studied in new tenses		
Sentence structure: Word order in questions		

Grade 9

Articles

Plural of indefinites
Articles with nouns of Greek origin
(el programa, el mapa)
Omission in identification with
a class (15)
languages after en, de
after ser with days
Use with
days, months, seasons
time expressions (el año pasado)
common geographical terms
as needed
nouns of weight and measure

Nouns and Pronouns

Nouns

Diminutives, as needed

Pronouns

Uno plus objective
Demonstratives
Double objects (16)
Prepositional
After common prepositions
For stress to repeat indirect
object (17)
Redundant use of indirect
object (18)
Relatives
que, quien(es), etc. cuyo (R)
Interrogatives
cuál(es)
Indefinites
algo, alguien, todo

Adjectives, Adverbs and Prepositions

Adjectives

As a noun with the article
Agreement with noun of different
genders
Special possessives (19)
Nominalized adjectives (lo bueno)
Adjectival use of the present participle (R)
Comparison:
Comparisons of equality and
inequality (L)
Regular
Irregular (L) (20)
Some superlatives (21)

Adverbs

Formation of regular adverbs

Negatives

no...nunca ni (yo)...tampoco
no...nadie no...tampoco

Prepositions

Distinctive uses of por and para (22)
Que and de in comparison
Use of de after nouns and
adjectives before
infinitives (F) (L)

VERBS

Verb Structures	Verbs	Tenses
Second and Third Conjugation (complete) use as needed	<u>Irregulars</u>	presente
Imperfect progressive (L)	haber	pretérito
Imperfect vs. preterite	caer	verbos regulares
Present subjunctive in noun clauses (23)		verbos
Indirect command, first person plural	creer	irregulares (L)
Irregular present participles	traer	gerundio (L)
Past participles (R)	andar	imperfecto (L)
Present with future meaning	valer	presente del
Idiomatic use of the present (24)		subjuntivo (L)
Dative Reflexives (25)	<u>Orthographical</u>	presente perfecto (L)
Reflexive used for passive (L)	<u>Changing</u>	futuro (R) (L*)
Direct commands (tu, Vd., Vds.)	conocer	pluscuamperfecto (R)
AL plus infinitive (R)	parecer	condicional (R)
Infinitives after prepositions	ofrecer	
Acabar de, pensar en, Hay que plus infinitive	coger	
Radical changing verbs, Class 1	dirigir	
Orthographical changing verbs- car, -gar, -zar	<u>Radical</u>	
Simple conditions (L) (26)	<u>Changing</u>	
Gustaría, gustaría	dormir	
Pero and sino	sentir	
Y and e (R)	servir	
Verbs previously studied in new tenses	seguir	
Sentence structure: Word order in declarative sentences (R)	pedir	
	reir	
	vestir	
	preferir	
	divertirse	

*For audio-lingual skills only with most useful verbs
in centers of interest

The First Year in the Four-Year Sequence*

Articles

Definite

Indefinite

Contraction with a and de

Functional uses

with titles and classifying nouns
(1)

with clothing and parts of the
body (2)

Omission with

nouns of nationality and
profession (F)

languages after hablar

Numbers:

Cardinals: 1-1,000

Ordinals: 1-10

Nouns and Pronouns

Nouns

Number

Gender

Use of de for possession

Use of personal a

Pronouns

Subject

Single indirect object

Single direct object (3)

Interrogative:

Quién(es), qué

A quién(es): de quién(es) (F)

Cual(es) with ser

Adjectives and Adverbs

Adjectives

Number and gender

Simple agreement

Position

Common limiting adjectives (4)

Common descriptive adjectives

Apocopation (5)

Exclamatory and interrogative qué (F)

Possessives

Demonstratives (6)

Adverbs

Common adverbs as vocabulary

Interrogatives (7)

Negatives

Placement of no
no...nada

*The remaining levels of this sequence are the same as in the six-year sequence beginning with grade 9.

(The meaning of letters and numbers is explained at the end of this section)

VERBS

Verb Structures	Irregular Verbs	Tenses
Omit vosotros form (8)	ser	presente
Regular verbs (choice)	estar	pretérito
First Conjugation	decir	verbos
Second and Third conjugation verbs		regulares a
as needed (9)	hacer	verbos
Preterites of irregular verbs only		irregulares (L)
as needed	ir	gerundio
Present progressive (L)	tener	
Radical changing verbs as needed (10)	poder	
Complementary infinitive (11)	dar	
Ir a to express near future	poner	
Individual forms of the future as	querer	
needed (F)	saber	
Tener que plus infinitive	oir	
Para plus infinitive	venir	
Simple reflexives (12)	ver	
Direct commands (F) (13)	salir	
Principal uses of ser and estar	leer (F)	
Hay and había	conocer (F)	
Gustar	sentarse (F)	
Idioms with tener and hacer as needed		
Quisiera (F)		
Tag Questions (14)		
Sentence structure:		
Word order in questions		

Articles

Use with

general or abstract nouns
before titles
additional expressions of time
as a noun to express possession
(27)

with an infinitive to form a
verbal noun

Omission after tener, buscar, haber, sin, con

Nouns and Pronouns

Nouns

Augmentatives

Pronouns

Double objects (complete)
(28) (S*)

Indirect object pronoun of
reference (29) (S*)

Redundant use of indirect and
direct object pronouns (30)

Esto, eso, aquello (S*)

Possessives (complete) (31) (S*)

Relatives

el que, la que, etc.

lo que (S*)

Indefinites

alguno, ninguno (S*)

Reciprocals

Adjectives, Adverbs and Prepositions

Adjectives

Past participle as adjectives (32)
(L) (S*)

Common adjectives whose meanings
change with their position (L) (S*)

Indefinites

alguno, ninguno, cualquiera

Comparisons

Regular and irregular (33)

Superlatives

Absolute superlatives (L) (S*)

Adverbs

Nominalized adverbs (lo mejor)
(48) (S*)

Comparison (L) (S*)

Regular and Irregular

Muy, mucho, demasiado (L) (S*)

Negatives

Ni...ni; no...ninguno; (S*)

Prepositions

Additional distinctive uses of
por and para

Por and de with passive voice
(S*) (L)

Uses of de, a, en, as needed (35)

VERBS

Verb Structures

Verbs

Tenses

Additional uses of the present subjunctive (34) (L) (S)	<u>Irregular verbs</u>	presente
Imperfect subjunctive for courtesy (F) (47)	caber	pretérito*
Uses of the imperfect subjunctive (36) (L) (S*)	conducir	gerundio (L*)
Present perfect subjunctive after main clause in the present (S) (L) (36)	producir	imperfecto
Additional radical changing verbs of Classes II and III as needed (37)	atraducir	presente del subjuntivo (L)
Irregular compounds as needed (38)	<u>Compounds of irregulars</u>	presente perfecto (L)
Reflexives with reciprocals (S) (L)	(choice) (38)	futuro (L)
AL plus infinitive (L)	-tener	condicional (L)
Ojalá with present and imperfect subjunctive (L) (S*)	-poner	pluscuamperfecto (L) (S)
Si as whether (S*)	-venir	imperfecto del subjuntivo (L)
Contrary to fact conditions in simple tenses (L) (S*)	<u>Orthographical Changing</u>	presente perfecto del subjuntivo (S) (L)
Passive voice, in tenses as needed	(choice) (37)	
Indirect commands	-cer -cir	
Third singular and plural	-ger, -gir	
Familiar imperative plural (R)	-uir, -guir	
Affirmative and negative	-uar, -guar	
Review verbs previously studied to include vosotros form-for recognition		
Review verbs previously studied in new tenses (39)		

Articles

Use and omission
with titles in direct and
indirect address (S) (L)
in appositives (L) (S)
Use with noun as in *nosotros los
americanos*

Nouns and Pronouns

Collective nouns (40)
Relatives
Review those previously
studied
Include *el que*, etc., after
prepositions
Possessives
Add *lo* plus possessives
(*lo mío*, etc.)
Review indefinite pronouns
Review interrogative pronouns
Use of *lo* in phrases such as
lo de María, *lo de Vd.*

Other Structures

Prepositions

Review distinctive uses of *por* and *para*
Add uses of *por* and *para*
Review *por* and *de* after passives
Add uses of *de*
before infinitives
for occupation or profession
Prepositions which take prepositional
pronouns; those which take subject
pronouns (42)

VERBS

Verb Structures	Tenses
Indicative and subjunctive in exclamations (R)	presente
Additional uses of the imperfect subjunctive (R)	pretérito
Conditional sentences contrary to fact, compound tenses (R)	gerundio
Future perfect for probability in past time (R)	imperfecto
Subjunctive or infinitive after verbs of persuasion, order, request, etc., plus use of direct or indirect object noun and pronoun (L) (S*)	presente del subjuntivo (L)
Reflexives of unplanned occurrences (S*) (43)	presente perfecto (L)
Use of infinitive plus direct object with hacer and dejar (L) (S*)	futuro (L)
Use of subjunctive plus indirect object with verbs of communication used for suasion (S*) (L) (44)	condicional (L)
Use of tener, haber and estar without complements (S*) (45)	pluscuamperfecto (L) (S)
Additional irregular compound verbs (R)	imperfecto del subjuntivo (L)
Infinitive after verbs of perception (46) (L) (S*)	presente perfecto del subjuntivo (L)
Imperfect subjunctive for courtesy (S*) (L) (47)	futuro perfecto (R)
Use of infinitive for subjunctive with two verbs with the same subject	pluscuamperfecto del subjuntivo (R)
Sequence of tenses	condicional perfecto (R)
Review verbs previously studied in new tenses	pretérito perfecto (R)
Extension of orthographical changing, radical changing, and irregular compound verbs for skills as needed	

Notes on the Structures

1. Limited to construction such as el señor, la señora, la señorita, la avenida, la calle etc., and those needed for centers of interest of conversation in this grade, functionally.
2. Learned first functionally. They may be learned syntactically at the end of grade 9 of the four-year sequence or in grade 8 of the six-year sequence.
3. The use of lo and los, as direct objects, is advisable for beginning pupils. These forms are more common in Spanish America. The choice between lo and le and between los and les is deferred to a later grade, preferably to grade 11 of the four-year sequence and to grade 10 of the six-year sequence.
4. The inclusion of the alternate position of otro with mucho (example: otros muchos) or the alternate position of ordinal with cardinal numerals (example: primeros tres or tres primeros is suggested).
5. Limited in this grade to the most common adjectives, such as bueno, malo, grande, primero, tercero. To be presented first functionally.
6. It is suggested that the aquel forms be taught after the ese forms are mastered.
7. Interrogative adverbs such as cómo, cuánto(s), dónde, adónde, de dónde, and the expression por qué should be learned early in the course. They might be followed later by por dónde.
8. In most of Spanish America, vosotros is replaced by ustedes, which is considered the plural of tú as well as of usted. The use of vos is not recommended. Since vosotros is needed in reading the literature of Spain and is used by Spaniards, it is included in the eleventh year of the four-year sequence and the tenth year of the six-year sequence.
9. The number of first conjugation verbs far outstrips that of the second or third conjugations. Several second and third conjugations verbs, however, are of very high frequency and are needed for elementary conversation, such as comer, beber, vivir, escribir etc. Choice of verbs in the second and third conjugations is to be determined by centers of interest. It is suggested that only after two or more verbs of each of these conjugations are met, are they to be taught as belonging to conjugations.
10. Radical changing verbs of most frequent use in Class 1 are: volver, pensar, perder, cerrar, encontrar, entender, empezar and jugar. Verbs of Classes II and III, if needed in centers of interest, are to be presented as irregulars or functionally. To establish patterns, it is suggested that verbs whose stems change from e to ie might be presented at first with irregular verbs of this type, such as tener, querer, venir. Pedir might be presented similarly with decir.

1. Verbs which most frequently take complementary infinitives are poder, saber, desear, querer, esperar, necesitar, deber, gustar and preferir. To be chosen in grades 7 and 8 of the six-year sequence and in grade 9 of the four-year sequence as needed. To be learned in the present, preterite and imperfect by the end of Level III.
2. To be limited in grades 7 and 8 of the six-year sequence and grade 9 of the four-year sequence to verbs of daily action, such as levantarse, acostarse, lavarse, bañarse, peinarse, etc., with direct or indirect objects. They are to be mastered audio-lingually for automatic response in order to lay a firm basis for later reflexive constructions.
3. Usted, ustedes and tú forms, functionally only as needed in this grade.
4. Questions formed by adding "tag" words to statements, such as ¿verdad?, ¿no es verdad?, ¿no?, ¿eh?
5. As in soy republicano, soy viuda, soy alumna.
6. Because of the complexity of the formation and placement of the double object pronouns, it is suggested that the simplest combinations be learned in this grade through pattern drills and mimicry memorization. Repetition of the noun or pronoun to clarify the indirect object pronoun in the third person is to be practiced after simple substitutions and changes of position are learned.

In order not to overburden the course, it is suggested that the position of the pronouns be restricted in this grade to that before the verb or auxiliary and after the affirmative command. The affixing of the double objects to the infinitive and present participle might be learned recognitionally in this grade if needed for reading and audio-lingually the following year if teachers prefer.

7. The prepositional pronouns mí, ti etc., after the preposition "a" for the verbs listed in note 18, should be stressed.
8. a) In this grade, emphasis should be placed on the repetition of the indirect object pronoun with such verbs as gustar, pasar, faltar, parecer and perhaps dar ganas, as in "¿Qué le pasó a Juan?" Pupils should be trained to repeat the indirect object pronoun automatically in these constructions. A pattern drill involving the substitution of these important verbs might be effectively utilized.
- b) The repetition of the indirect object pronoun should be learned first functionally through use in such sentences as "Pregúntele a Juan...." in order to lay a firm basis for teaching the inclusion of the repeated pronoun in conversation at a latter date, as in constructions denoting informality, such as "Tengo que escribirle a Juan."

19. Mío, tuyo, suyo etc., after ser and in expressions like un amigo mío.
20. Limited to those of most frequent use, such as mejor, menor, mayor. Taught first as predicate adjectives.
21. Limited to the superlatives involving only the addition of an article or possessive adjective, as predicate adjectives or in constructions with adjectives which precede the noun. Superlatives in which the adjective follows the noun are more remote from the English construction and present a problem of ambiguity with the comparative, as in el libro más interesante. The latter might be reserved for the following year, in order that the most frequent forms, such as mi mejor amigo might be stressed in this grade.
22. Para for purpose, destination and time (para el lunes); por for through, by (agent), "for the sake of" and with simple time expressions (por la mañana).
23. Audio-lingually with es necesario, es importante, es posible, querer, dudar, sentir, gustar. Other constructions as needed for reading.
24. Hacer and desde with the present tense.
25. Extended from some of the reflexives in note 12, "dative reflexives" or verbs taking the reflexive indirect object of personal reference, such as Me como toda la carne (I eat up all the meat). Only verbs of frequent use in this construction should be drilled.
26. Simple conditions, not contrary to fact, in simple tenses.
27. In expressions, such as el de Juan and el de él.
28. The double objects affixed to the infinitive and present participle (including contrastin positions before the modal auxiliary or attached to the infinitive, and before estar and attached to the present participle). The repetition of the indirect object (noun or pronoun) for clarity is practiced.
29. The indirect object of reference to replace from me, for me, on me, of me etc., is extended to expressions other than the dative reflexive as in notes 12 and 25, to include indirect objects which are not reflexive. Example: Me tomó el libro (He took the book from me) or Me cambió el dinero (He changed the money for me).
30. a) When an indirect noun object heads the sentence or phrase, an indirect object pronoun is also used, redundantly, as in a la muchacha le dieron el dinero, for dieron el dinero a la muchacha. Limited use should be made of this construction in this grade. It should be pointed out, however, in order to clarify word order in the reading. It should form an important drill in an advanced grade.

- b) The redundant use of the direct object pronoun for a noun object placed at the head of a sentence for stress need be drilled only in most useful constructions, as in such contrastive uses as *esta lección la encuentro difícil* and *encuentro difícil esta lección*. The construction should be learned primarily for reading as it clarifies word order.
31. Possessives are extended to those using the article. The use of alternate forms for *el suyo* etc., is also to be expected by the end of the third level.
 32. The most frequent uses, plus those denoting positions or postures, as in expressions like *el niño está sentado*; *la profesora está parada*; *el traje está colgado* etc.
 33. Extended from the simplest comparisons in grade 10, those involving *bueno*, *malo*, *grande*, *pequeño*, *mucho*, *poco*, are to be mastered in addition to the regular comparisons. The adverbs *bien*, *mal*, *mucho*, *poco*, are also required in comparative and superlative forms.
 34. Suggested audio-lingual uses for able students only, in adverbial and adjectival clauses are those after *para que*, *a menos que*, *antes (de) que*, *cuando*, *necesitar* and *buscar*. Other uses for reading recognition.
 35. With infinitives or nouns.
 36. The imperfect subjunctive is to be learned for speaking competency only in (1) contrary-to-fact conditions in sentences of a practical nature, such as those which might form part of the dialogs in the topics for audio-lingual experiences and with a limited number of the most common verbs of volition, such as *querer*, *decir*, *mandar* and *pedir*. Other uses of the imperfect subjunctive should be recognition in this grade.
The present perfect subjunctive is required in this grade for speaking competency only of better students. Able students may master the forms for use with a limited number of verbs indicating emotion or mental attitude, such as *me alegro*, *siento*, *espero*, *temo*, *dudo* and *no creo*.
 37. To be selected according to centers of interest.
 38. Compound irregulars of frequent use are *convenir*, *obtener*, *detener*, *contener*.
 39. In reviewing verbs, emphasis should be placed upon the irregulars (plus *haber*) in grade 9 of the four-year sequence and grades 7 and 8 of the six-year sequence, as these verbs are most urgently needed for audio-lingual and reading skills. Tenses indicated first for reading, such as the future and conditional, should be learned at this time for audio-lingual competency. The tenses are listed in the charts in the order in which they are needed for the skills.
 40. Agreement of common collective nouns with their verbs should be taught, including the collectives, *la mayoría* and *parte*, followed by a phrase indicating or implying plurality.

41. Progressive forms in tenses other than the present and imperfect should be presented for aural and reading recognition.
42. The prepositions ~~como~~, excepto, incluso, según, entre, which are followed by subject pronouns, might be learned in pattern drills in juxtaposition to others which take the prepositional pronoun objects.
43. In expressions, such as se le olvidó el dinero.
44. Verbs expressing communication which take the indicative when used to report a fact and the subjunctive when used to bring influence, such as decir, escribir, telefonar, indicar.
45. To indicate simple position, possession or existence, as in No tiene. No hay. No está.
46. As in la oigo cantar.
47. Limited to deber, haber, poder, and querer.
48. In such expressions as lo mejor es que viene (The best part of it is that he is coming.). Structurally oriented translation drills and drills involving substitutions may be utilized to master this type of construction.

Composite Lists. It may assist teachers to refer to the following most frequently used verbs as compiled from the frequency lists and as noted in the Modern Language Association project.

I Regular Verbs

First Conjugation

acabar	bajar	alegrar
amar	bastar	asegurar
cantar	callar	bailar
contestar	casar	bañar
dejar	comprar	cambiar
desear	escuchar	causar
echar	enseñar	celebrar
esperar	faltar	conservar
ganar	formar	considerar
gustar	emplear	cortar
hallar	engañar	cuidar
levantar	guardar	firmar
llamar	importar	lavar
llevar	hablar	lograr
llorar	olvidar	llenar
mandar	ocupar	marchar
matar	pasar	pasear
mirar	terminar	preparar
necesitar	tirar	perdonar
preguntar	usar	pesar
quedar	separar	pintar
trabajar	estudiar	procurar
tratar	situar	resultar
sembrar	alimentar	saltar
acompañar	apartar	

Second Conjugation

aprender	comprender	romper
atrever	correr	suceder
beber	deber	temer
comer	meter	vender

Third Conjugation

abrir	cubrir	subir
añadir	escribir	vivir
	recibir	

Root-changing Verbs:

- Class I: volver, pensar, perder, sentar, entender, cerrar, encontrar, empezar, comenzar, jugar, recordar, acostar, despertar, contar, mover, negar, mostrar
- Class II: sentir, morir, dormir, consentir, divertir, preferir
- Class III: seguir, pedir, servir, reír, vestir, conseguir, sonreír, despedir, impedir, repetir

Orthographically-changing Verbs:

buscar, sacar, llegar, pagar (apagar), conocer, parecer, nacer, ofrecer, gozar, empezar, dirigir, enviar, seguir, tocar, acercar, colocar,

Compounds of Irregular's Verbs:

All frequently used compounds of irregulars are included here. Those of greatest use are placed among the first few in each group:

<u>-ducir</u>	<u>-tener</u>	<u>-poner</u>	<u>-venir</u>	<u>-decir</u>	<u>-traer</u>	<u>-hacer</u>
producir	obtener	disponer	convenir	bendecir	atraer	deshacer
conducir	mantener	oponer		predecir	distraer	
reducir	detener	componer		maldecir	extraer	
introducir	contener	imponer				
	sostener	proponer				
	entretener	exponer				
		suponer				

Notations Within the Listings

In the interest of clarity and assistance to teachers in designating the development of the four skills within the structures, several symbols have been used in the listings. They are:

- | | |
|----------------|--|
| L-Limited | All items included are to be incorporated into the audio-lingual skills of pupils within certain limitations. The designation "L" indicates that the forms to be mastered within the structure may be limited. |
| S*-Speaking | Items marked S* are required for audio-lingual competency. Items marked S (without the asterisk) might be incorporated into the audio-lingual skills of more able pupils. |
| F-Functionally | Learned functionally as demanded by the "centers of interest," these items are not to be analyzed grammatically in the grade, even after the patterns have been mastered. |
| R-Reading | These items are to be learned only for the reading skill. |

... The Cultural Content

Because an integrated approach demands flexibility in presentation, the general overview outlined in the pages which follow is not intended to define the sequential order of cultural topics as they are to be taught. The plan is meant to indicate the scope of topics from which individual schools might select areas to be incorporated into their courses of study as opportunities arise and as pupils' readiness is manifested. All main topics are eventually to be incorporated into both four- and six-year sequences.

Some suggestions for detail in content and presentation are given in the Department publication, Modern Language Handbook pages 57-76.

The outline is based on a progression from the immediate to the more remote and from the concrete to the abstract. The design is related in a general way to the curriculum of the academic course and with the development of pupils' interests and abilities. Thus, pupils beginning the FL in grade 7 or 9 may correlate their study of the FL country with their immediate environment and with their knowledge of the American heritage as influenced by that country. As pupils progress, teachers will select topics which correlate either with reading, audio-lingual experiences, the study of other subjects, or the current interests of pupils. The topics chosen for pupils in the six-year sequence may vary from those chosen for pupils in the four-year sequence, both in the order selected and in the depth of detail in which they are developed.

The topics outlined in Themes I and II are intended to be incorporated in the elementary and intermediate level of this course of study.

Theme I. Spain and Spanish America in the Contemporary World

- I. The Importance of the Spanish Language
 - A. The countries of the world where Spanish is the official language
 - B. Spanish place names in the United States
 - C. Spanish words used in English
 - D. Spanish words used to reflect Hispanic customs or cultural patterns adopted by Americans
 1. In architecture and furniture
 2. In music and the dance
 3. In food and dress
 4. In sports and other areas
 - E. The wide use of Spanish in the southwest, in New York State, in other areas
 - F. The need for a knowledge of Spanish
 1. For international understanding
 2. For cultural contributions
 3. For travel
 4. For vacation use
- II. The influence of Spain on Life in the United States
 - A. In the history of the New World
 - B. As an ally on the world scene
 - C. As the source of outstanding cultural contributions as they arise from pupils' interests on the grade level or from important current events
- III. The relationship of Spanish America to the United States
 - A. In hemispheric solidarity
 1. Important contributions of the United States in the struggle for independence
 2. The Monroe doctrine
 3. The Good Neighbor policy
 4. The Organization of American States
 - B. The presence of Spanish-speaking peoples in the United States
 1. Mexicans
 2. Puerto Ricans
 3. Cubans
 - C. Proximity for travel
 - D. Cultural contributions as they arise from pupils' interests
 - E. In trade and as a source of important commodities

Theme II. Area Information - The Land and the People

I. Spanish America

The countries

Mexico

The Antilles: Cuba, Puerto Rico, the Dominican Republic

Central America: Guatemala, Honduras, El Salvador,

Nicaragua, Costa Rica, Panama

South America: Northern nations - Venezuela and Colombia

West Andean nations: - Ecuador, Peru, Chile, Bolivia

Nations of the Río de la Plata - Argentina, Uruguay,

Paraguay

A. Geography

1. Location and size

a. Comparative continental size and location

b. Comparative size of countries (general)

c. Important boundaries

2. Capitals and other major cities

3. Chief rivers

a. Three river systems of Spanish America

b. Other important rivers

4. Chief mountain ranges

5. Chief mountain peaks (Aconcagua, Chimborazo, Illimani, Orizaba, Popocatepetl, Ixtaccihuatl)

6. Climate

a. The three climate zones

b. The effects of altitude, trade winds and the Humboldt current

c. Seasons in South America

7. Effects of topography on transportation

a. Pan-American Highway

b. Use of animal transport

c. Limitations on railroads and shipping

d. Need for air travel

8. Unexplored Land

9. Landscapes

a. Cities, towns, villages (streets, squares, shops, homes, public buildings, churches, schools, the market place)

b. Rural (plains, mountains, forests, jungles, haciendas and estancias)

c. Architectural contrasts (Spanish, modern, primitive)

10. Special points of Interest

- a. Mexico City: Paseo de la Reforma, el Zócalo, Parque Chapultepec, Palacio de Bellas Artes, Universidad de México, Catedral de Santa María de Guadalupe,
- b. Havana: Castillo del Morro, Teatro Blanquita, el Malecón
- c. Buenos Aires: Plaza de Mayo, Avenida del 9 de Julio, Teatro Colón
- d. La Argentina: Pampas, ombú, Patagonia, Catarata del Iguazú
- e. Ecuador: Islas Galápagos, Quito
- f. Venezuela: Lago de Maracaibo, llanos, Caracas (Plaza Bolívar)
- g. Chile: Desierto de Atacama, Tierra del Fuego, Islas Juan Fernández, Isla de Pascua
- h. Bolivia: Lago Titicaca

B. Economic geography

1. Principal product or products of each country
2. Important natural resources

C. Population, as it affects cultural understanding of countries or areas

1. Approximate population figures
2. Ethnic composition
 - a. Mixed ethnic composition of many countries
 - b. Countries predominately white, mestizo or Indian
 - c. Place of Negro, mulato, zambo
 - d. Other nationals (Germans, Italians, and other Europeans; Syrians, Japanese, Chinese)
 - e. Racial attitudes
3. Indian groups
(Aztec, Maya, Inca, Quechua, Aymará, Araucanian, Carib, Guaraní, Chibcha and others)

D. Cultural patterns (Cultural patterns may vary in different countries, in urban, village and rural areas, on different socio-economic levels and among different races in the same country. Only generalizations can be given except when countries are studied in depth.)

1. Family life (general)
 - a. Close family unity
 - b. Large families
 - c. Position of women
 - d. Courtship and marriage
2. Dress (some characteristic patterns)
 - a. sarape, rebozo, poncho, huaraches, ruana
 - b. sombrero, sombrero ancho, sombrero de jipijapa, chupalla
 - c. China poblana, charro, gaucho, huaso, llanero
 - d. Pajama-like costume of coarse cotton; Indian native dress as it arises from pupils' interests or text materials, (e.g., the hat as indicative of social origin)

- e. Spanish dress: mantilla, peineta, faja
- f. Formality of Western dress in the middle and upper classes (particularly the use of the tie and suitcoat)
- 3. Sports
 - a. Corridas de toros, fútbol, béisbol, básquetbol, frontón, rodeos, natación, charreadas, riñas de gallo, boxeo, esquí
- 4. Recreation
 - a. Parties: family parties (anniversaries, birthday, christenings, farewell)
 - b. Music and dancing (see below): fiestas, the paseo, the confitería in Buenos Aires
 - c. Bathing
- 5. Music
 - a. Instruments: marimba, guitar, maracas, güiros, tiple, claves, quena, others
 - b. Song and dance rhythms:
 - Cuba: rumba, mambo, conga, habanera
 - Dominican Republic: merengue
 - Mexico: jarabe tapatío, danzón, son
 - Argentina: tango
 - Colombia: bambuco, pasillo, torbellino
 - Venezuela: joropo
 - Chile: cueca or zamacueca
 - Peru: yaraví, marinera
 - c. The mariachi singers of Mexico
 - d. Well-known revolutionary or folk songs
 - e. Other well-known song and dance rhythms
- 6. Holidays
 - a. January 1, January 6, el Carnaval, Easter, November 1 and 2, Christmas celebrations
 - b. October 12, Independence Day (selected countries), other holidays as they arise from pupils' interests or text materials
 - c. Pan-American Day, April 14
- 7. Religion - predominantly Roman Catholic
- 8. Typical foods and beverages
- 9. Customs widely known (siesta, fiesta, asado (Argentina))
- 10. Occupations (general)
 - a. Agricultural, mining, industrial, commercial (in different countries)
 - b. Craftsmen, professionals, artists
 - c. Terms widely known (gaucho, charro, llanero, vaquero, huaso)

11. Education
 - a. Provision for preschool, elementary, secondary education
 - b. Compulsory education age (generally 14)
 - c. Higher education
 - (1) Earliest universities in the Western hemisphere (Universities of Mexico, San Marcos, Chile)
 - (2) Prevalence of universities
 - d. Problems in enforcing compulsory education
 - e. Illiteracy
 12. Transportation
 - a. Urban (automobile, bus, trolley car, subway)
 - b. Rural (ox-cart, llama, guanaco, burro, horse, automobile)
 - c. General (air, sea, rail, automotive)
 - d. Importance of air travel due to difficulties of overland transportation
 13. Communication
 - a. Large urban areas
 - b. Other areas
 14. Currency in important countries studied (peso, colón, sol, guaraní, boliviano, quetzal and others)
 15. Language
 - a. Chief differences from Castilian
 - b. Some variations in vocabulary and expression among the Spanish-speaking nations
 - c. Persistence of Indian languages (chiefly Quechua, Aymará and Guaraní)
 16. Names of nationals in countries studied (venezolano, chileno, argentino, colombiano, guatemalteco, and others)
 17. Remains of pre-Columbian civilizations (San Juan Teotihuacán, Machu Picchu, Saxahuaman, Cuzco, Chichén Itzá)
 18. Characteristics of the people
- II. Spain
- A. Geography
 1. Location in Western Europe
 2. Boundaries, mountain ranges, the Meseta Central, principal rivers, principal regions, main cities
 3. Principal provinces and their cities
 4. Climate in different regions
 5. Landscapes in important regions
 6. Outstanding historical monuments
 - B. Economic geography
 1. Principal products
 2. Occupations
 - C. Ethnic composition of the Spanish people
 1. In northern Spain (by regions)
 2. In central Spain
 3. In southern Spain

- D. Language
 - 1. Origins of Spanish
 - 2. Castilian
 - 3. Other languages (catalán, gallego, éuscaro)
- E. Transportation and communication (general features)
- F. Currency
- G. Daily life in Spain
 - 1. Education
 - a. Compulsory primary education in public and church schools
 - b. Secondary education (instituto)
 - c. Higher education (universidad)
 - 2. Religion and its importance in Spanish life
 - 3. Holidays
 - a. Religious holidays: Navidad (Nochebuena, Misa del Gallo, Villancicos, Nacimiento); Día de los Reyes Magos; Carnaval; Semana Santa (Pasos, Cofradías, Domingo de Ramos, Pascua Florida); Verbena; Romería; Día de Todos los Santos, Día de los Difuntos
 - b. National holidays: el Dos de Mayo, el Día de la Raza
 - 4. Dress
 - a. Contemporary urban and rural dress
 - b. Regional dress, as it arises from pupils' interests or text materials
 - c. Important terms: mantilla, mantón, peineta, faja, boina, alpargatas
 - 5. Foods and meals
 - a. Typical dishes: cocido, arroz con pollo, bacalao, mazapán, turrón, chocolate, horchata, azucarillo, paella
 - b. Typical foods taken at each meal
 - c. Hours at which meals are taken
 - 6. Spanish naming system
 - 7. The celebration of "name days" instead of birthdays (el día del santo)
 - 8. Spanish homes
 - a. Architecture (patio, zaguán, reja, azulejo)
 - b. Hospitality
 - 9. Family life and its importance
 - 10. Social life and social customs
 - a. Recreation (el café, el casino, el ateneo, la tertulia, la lotería, el paseo, la velada)
 - b. Courting (la dueña, pelando la pava, haciendo el oso)

11. Sports
 - a. La corrida de toros (plaza de toros, torero, picador, banderillero, matador, momento de la verdad)
 - b. La pelota vasca
 - c. El fútbol
 - d. Other sports
12. Regional rhythms and dances
 - a. Andalucía (el fandango, la sevillana, el bolero, el jaleo, la malagueña)
 - b. Other regions (Cataluña - la sardana; Galicia - la muiñeira; Aragón - la jota; la Mancha - la seguidilla; las Provincias Vascongadas - la ezpatadantza)
 - c. General - el paso doble
13. Musical instruments (castañuelas, guitarra, pandereta, gaita)
14. Some characteristics of the Spanish people

Theme III. The Historical Development of Spain and Spanish America

I. The Historical Development of Spain

A. Outstanding historical events

The Iberians; the first invaders and principal settlements (Celts, Phoenicians, Greeks, Carthaginians, Romans); Sagunto; Numancia; Spain under the Romans (contributions to Spanish civilization and Roman remains in Spain; the Northern invaders (Suevians, Alans, Vandals, Visigoths); the Moslem conquest; Mohammedan Spain (learning, tolerance, wealth, art, industry, monuments); the Reconquest (las Navas de Tolosa, Covadonga, Valencia); the defeat at Granada; expulsion of the Moors; expulsion of the Jews; the Spanish Inquisition; the discovery of America; the transmission of learning to the west; the Golden Age; the Battle of Lepanto; the defeat of the Spanish Armada; the War of the Spanish Succession; Spain under the Bourbons; the invasion by Napoleon; el Dos de Mayo; the loss of the colonies; the first Carlist War; the Spanish-American War; the Second Republic; the Civil War of 1936-39; the present government.

B. Outstanding historical personalities

Hannibal; Scipio Africanus; Spaniards who became great Romans (emperors - Hadrian, Marcus Aurelius; Romans of culture - Martial, Lucan, the two Senecas); Santiago; Saint Isidore; Rodrigo the Visigoth; Tarik; Abderraman I; Pelayo; Rodrigo (Ruy) Díaz de Vivar; Alfonso el Sabio; Maimónides; Boabdil; Fernando e Isabel; Cristóbal Colón; Carlos V; Felipe II; Ignacio de Loyola; Felipe V; Carlos III; Fernando VII; José Bonaparte; Alfonso XIII; Primo de Rivera; Francisco Franco.

II. The Historical Development of Spanish America

A. Outstanding historical events (as previously studied in social studies)

Discovery and exploration of the New World; the "Line of Demarcation;" the conquest of Mexico and Peru (Toltecs, Aztecs, Mayas, Incas); the exploration of the Orinoco and the legend of El Dorado; settlements in the New World; the establishment of missions; the rule by vice-royalties; Contratación and the Consejo de Indias; establishment of social and culture institutions; exploitation of resources and natives for the mother country; the filibusteros and Spanish Main; the position of the "Criollos" under Spain; the struggle for independence in (1) Mexico, (2) South America and (3) Central America and the Caribbean; the Monroe Doctrine; the Mexican War of 1848; the Pan-American Union; the Organization of American States; present developments as they arise from pupils' interests and current events.

B. Outstanding historical personalities

1. Explorers and conquerors

Colón, Balboa, Ponce de León, Velázquez, de Solís, Cabeza de Vaca, de Soto, Magallanes, Coronado, Cortés, Pizarro, Valdivia

2. Native chieftains

Moctezuma, Atahualpa, Huascar, Caupolicán

3. Humanitarians

Bartolomé de las Casas, Junípero Serra

4. Revolutionaries

Padre Hidalgo, José Morelos, Francisco Miranda, Simón Bolívar, José de San Martín, Bernardo O'Higgins, José Martí, Admiral Cochrane, General Sucre, Benito Juárez, (Pancho Villa, Zapata)

5. Dictators

Emperor Maximilian, Porfirio Díaz, Juan Rosas, Vicente Gómez, Fulgencio Batista, Juan and Eva Perón, Trujillo

6. Other outstanding personalities as they arise from pupils' interests

Theme IV. Contributions of Spanish America to Western Civilization

I. Literature

- A. The period of discovery and exploration
 - 1. The writings of the discoverers and explorers (Cristóbal Colón, Hernán Cortés and others)
 - 2. Bernal Díaz del Castillo, "Real y verdadera historia de la conquista de la Nueva España"
 - 3. Fray Bartolomé de las Casas, "Historia de las Indias"
- B. The colonial period
 - 1. Alonso de Ercilla, "La Araucana"
 - 2. Garcilaso de la Vega (El Inca), "Comentarios reales"
 - 3. Juan Ruiz de Alarcón (Dramas)
 - 4. Sor Juana Inés de la Cruz (Poesías y ensayos)
- C. The Period of independence (1800-30)
 - 1. José Joaquín Fernández de Lizardi, "El periquillo sarniento"
 - 2. José Joaquín de Olmedo, "Canto a Bolívar"
 - 3. José María Heredia, "Poesías"
 - 4. Andrés Bello, "Gramática castellana," "Silvas americanas"
- D. The Romantic movement (1830-60)
 - 1. Domingo Faustino Sarmiento, "Facundo Quiroga"
 - 2. José Mármol, "Cantos del peregrino," "Amalia"
 - 3. Juan León Mera, "Cumandá"
 - 4. Jorge Isaacs, "María"
 - 5. Ignacio Manuel Altamirano, "Clemencia," "El zarco"
- E. Period of organization (1860-90)
 - 1. Ricardo Palma, "Tradiciones peruanas"
 - 2. José Hernández, "Martín Fierro"
 - 3. Juan Montalvo, "Ensayos"
- F. Modern poets (1890-1920)
 - 1. José Martí
 - 2. Julián del Casal
 - 3. Manuel Gutiérrez Nájera
 - 4. José Asunción Silva
 - 5. Rubén Darío
 - 6. José Santos Chocano
 - 7. Gabriela Mistral
- G. Modern novelists and prose writers. (The following list of authors and their works are suggestions. Other works literary merit, such as those of de Hostos, Amado Nervo, Arguedas, Manuel Gálvez and Benito Lynch, may be added or substituted.)

1. Ciro Alegría (Perú), "El mundo es ancho y ajeno"
2. Mariano Azuela (México), "Los de abajo"
3. Eduardo Barrios (Chile), "El hermano asno"
4. Rufino Blanco Fombona (Venezuela), "El hombre de oro"
5. Rómulo Gallegos (Venezuela), "Doña Bárbara"
6. Richardo Guiraldes (Argentina), "Don Segundo Sombra"
7. Martín Luis Guzmán (México), "El águila y la serpiente"
8. Jorge Icaza (Ecuador), "Huasipungo"
9. José López-Portillo (México), "La parcela"
10. Gregorio López y Fuentes (México), "El indio", "Tierra"
11. Roberto José Payró (Argentina), "Sobre las ruinas"
12. Horacio Quiroga (Uruguay), "Cuentos de la selva para niños"
13. José Eustasio Rivera (Colombia), "La vorágine"
14. Carlos Reyles (Uruguay), "El gaucho florido"
15. José Enrique Rodó (Uruguay), "Ariel"
16. Florencio Sánchez (Uruguay), "La gringa" (play)
17. Arturo Uslar Pietri (Venezuela), "Las lanzas coloradas"
18. Javier de Viana (Uruguay), "Gaucha"
19. Alfonso Reyes (México), "Ensayos"

II. Painters

- A. Mural painters: Diego Rivera, José Clemente Orozco, David Siqueiros, Carlos Mérida
- B. Gaucho painter: Cesáreo Quiros
- C. Other painters: Tito Salas, Jorge Sabogal, Tamayo

III. Music

- A. Popular and folk music and the dance
(See theme II, Unit I, D 4 and 5, page 33)
- B. Composers
 1. Classical music
Carlos Chávez: Sinfonía india
Ernesto Lecuona: La Malagueña, Andalucía
 2. Popular music
Manuel Ponce: Estrellita; Osmañ Pérez Freire: Ay, Ay, Ay;
Agustín Lara: Mexican songs; Ernesto Lecuona: Siboney;
and others as they may arise from pupils' interests
- C. Performers
 1. Singers
Tito Guizar (México); Yma Sumac (Peruvian melodies);
Ramón Vinay (Chilean tenor); Graciela Rivera (Puerto Rico); Pedro Vargas (México)
 2. Instrumentalist: Claudio Arrau (Chilean pianist)
 3. Ballet dancer: Alicia Alonso (Cuba)

IV. Actors

1. In American productions: José Ferrer, Dolores del Río, Desi Arnaz, Lupe Vélez, César Romero, Fernando Lamas, Rita Moreno and others
2. In Mexican productions: Cantinflas, María Félix, Arturo de Córdoba, Jorge Negrete, Pedro Armendáriz and others

Theme V. Contributions of Spain to Western Civilization

I. Literature

A. The Middle Ages

1. El poema del Cid
2. Alfonso el Sabio
3. Juan Ruiz
4. Romances
5. Amadís de Gaula
6. El Marqués de Santillana

B. The Renaissance

1. Novels: Lazarillo de Tormes (the Picaresque Novel); La Celestina by Fernando de Rojas
2. Poets: Jorge Manrique, Garcilaso de la Vega
3. Dramatists: Juan del Encina; Gil Vicente
4. Mystics: Santa Teresa de Jesús, San Juan de la Cruz, Fray Luis de León

C. The Golden Age

1. Novelists: Miguel de Cervantes Saavedra (Don Quixote de la Mancha, Novelas Ejemplares); Mateo Alemán
2. Dramatists: Lope de Vega, Calderón de la Barca, Juan Ruiz de Alarcón, Tirso de Molina
3. Poets: Luis de Góngora, Herrera, Quevedo

D. The Eighteenth Century

1. Dramatists: Fernández de Moratín, Ramón de la Cruz
2. Critic: Benito Jerónimo Feijoo

E. The Nineteenth Century

1. Poets: José Zorrilla, José de Espronceda, Adolfo Bécquer, Ramón de Campoamor
2. Novelists: Fernán Caballero, Pedro Antonio de Alarcón, Juan Valera, José María de Pereda, Benito Pérez Galdós, Emilia Pardo Bazán, Armando Palacio Valdés, Blasco Ibañez
3. Critic: José de Larra

F. The Generation of '98

1. Unamuno, Ortega y Gasset, Ganivet
2. Other writers: Ramón del Valle Inclán, Pérez de Ayala, Azorín, Pío Baroja, Benavente, Los Hermanos Quintero, Martínez Sierra

G. Contemporary writers

1. Scholars: Menéndez y Pelayo, Menéndez Pidal
2. Poets: Federico García Lorca, Juan Ramón Jiménez, Antonio Machado
3. Essayist: Salvador de Madariaga

II. Painting, Sculpture and Architecture

A. Prehistoric

1. The caves of Altamira
2. La Dama de Elche
3. Other traces of prehistoric art at Mérida, Andalucía and other sites on the Mediterranean coast

B. Roman remains

1. The Aqueduct at Segovia; at Tarragona
2. The Alcántara bridge at Cáceres
3. Roman roads
4. At Mérida, Numancia, Ampurias

C. The Middle Ages (selected paintings and monuments)

1. Cathedrals: (Burgos, León, Toledo, Sevilla, Santiago de Compostela)
2. Moorish Structures: (La Mezquita de Córdoba, la Giralda, la Alhambra, el Alcázar de Sevilla, el Generalife, las Sinagogas de Toledo, el Miguelete)
3. Mudéjar art (decorative archways, glazed tile, horseshoe arch, carved and painted ceilings)

D. The Renaissance

1. Painters: El Greco, Luis de Morales, Luis de Vargas
2. Handicrafts: Plateresque style in decoration

E. The Golden Age

1. Painters: Velázquez, Murillo, Zurbarán, José de Ribera
2. Handicrafts: Azulejos, the pottery of Talavera, raised embroidery

F. The Eighteenth Century

1. Painter: Francisco Goya

G. The Nineteenth Century

1. Painters: Ignacio Zuloaga, Joaquín Sorolla
2. Architect: Antonio Gaudí

H. The Twentieth Century

1. Painters: Pablo Picasso, José María Sert, Salvador Dalí, Juan Gris, Juan Miró
2. Sculptors: Mariano Benlliure, Mateo Hernández, Pablo Gargallo

III. Music

A. The zarzuela

1. Its origin at La Zarzuela of Felipe IV
2. Fiestas de zarzuela
3. Composers of zarzuelas: Domenico Scarlatti, Joaquín Valverde, Asenjo Barbieri, Tomás Bretón (la Verbena de la Paloma), Roberto Chapí (la Revoltosa)

B. Composers

1. Isaac Albéniz: Iberia, Triana, El Albaicín
2. Enrique Granados: Goyescas
3. Manuel de Falla: El Amor Brujo, El Sombrero de Tres Picos, El Retablo de Maese Pedro
4. Joaquín Turina: La Procesión del Rocío

C. Performers

1. Instrumentalists: Pablo de Sarasate (violinist), Pablo Casals (violincellist), José Iturbi (pianist), Andrés Segovia (guitarist), Carlos Montoya (guitarist)
2. Singers: Victoria de los Angeles, Lucrezia Bori, Raquel Meller, Miguel Fleta
3. Dancers: Vicente Escudero, Carmen Amaya, José Greco, Antonio, Antonia Mercé (La Argentina), Encarnación López (La Argentinita)

D. Scientists

1. Ramón y Cajal: Nobel prize for medicine, 1906
2. Juan de la Cierva: inventor of the autogiro (Guggenheim gold medal award)
3. Luis Rodés and Julio Rey Pastor: mathematics and astronomy
4. Leonardo Torres Quevedo: a framework for dirigibles; calculating machines, and the telekino (for the remote control of vessels at sea)

Some Characteristics of the Spanish People

Generalizations regarding the characteristics of any national group will, of necessity, be limited and faulty. Because of the differences in the character of the Spanish people in different parts of Spain and because of the dual nature of the Spanish character as a whole, the outline below is offered with reservations. The material has been culled from standard works in the hope that the ideas might help teachers in their presentation of Spanish literature and culture, particularly the culture of contemporary Spain.

Austerity

Austerity is the basic quality of Spanish character. This austerity applies alike to regions where the climate is agreeable and where natural beauty and fertility abound as well as to regions harsh in climate and devoid of physical advantages.

Sobriety

The Spaniard contents himself with few material comforts and economic gains, but finds stoical contentment in abstemiousness in daily life.

Detachment

His innate soberness inclines him, generally, to ethical austerity, simplicity in living, dignity in bearing, resignation to misfortune and indifference to the acquisition of material goods.

Individualism

The Spaniard is primarily a man of feeling, rather than one of action, foresight or method. His overvaluation of the individual diminishes his sense of solidarity with the larger community.

Pride and Courage

Among the facets of his individualism are personal pride and courage. The concept of guerrilla fighter and that of conquistador, both of Spanish origin, represent organizations created by the individual against an enemy far superior in number and strength.

Impatience

Another facet of his individualism is impatience. The Spaniard is impatient in the handling of details for the accomplishment of daily routines and long-range projects. This lack of patience accounts in part for Spain's lack of progress in science.

Spontaneity

The individualism of the Spaniard gives rise to spontaneous activity in the arts. The Spaniard's natural artistic talent in music takes its inspiration very frequently from the popular spirit, and his artistic creation is very individual in character.

Extremism

In opposition to his indifference and stoicism is a tendency to extremism, demonstrated in intense devotion to ideals of pride and honor, and to religious ideals and symbols.

Egalitarianism

The Spaniard is democratic, even egalitarian, in his personal relationships. His stoicism, influenced by the basic premise that man's only true value is the soul, makes him very conscious of the equality of all human beings in the sight of God.

Dignity

The Spaniard has a high sense of personal dignity. Even in the lowliest beggar, one can sense dignity and noble bearing. This dignity is reflected in dress. Members of the middle and lower classes are appropriately attired, even to a degree that would seem beyond their means.

Courtesy and Punctuality

The Spaniard is famous for his courtesy. Punctuality, however, is considered less important in Spain than in many other countries.

Provincialism

Often termed the *patria chica*, the local region where the Spaniard is born, the province, is closer to his heart than the nation. The fact of having been born in the same province creates among the Spaniards a sense of kinship and obligation to help one another which is often as great as that among relatives. This causes the Spaniards to become exclusive in their dealings with others and weakens the spirit of association for cooperation in larger units.

Contradictoriness

Although generally indifferent to the larger community, the Spanish people of all provinces rise against efforts of foreigners to dominate them. A notable example was the spontaneous rally of the Spanish provinces to the central government during the Napoleonic invasion of 1808.

Other evidences of contradictoriness, such as architectural display in a land of frugal and sober people, reveal that Spanish life and character are a continual paradox.

Traditionalism

As a whole, the Spanish people have resisted Europeanization and industrialization. As a rule, they do not value the objects produced by industrialization. Industrialization is beginning to take place, however.

Strong Family Ties

The family is the most important element in the life of a Spaniard. The family unit consists of parents and children, grandparents, aunts, uncles and in-laws.

Love and Marriage

Engagements are often lengthy because of economic circumstances. Families are usually large. A Spanish woman's life is centered in her family, which is her greatest pride. She has no inclination to compete with her husband and is content to assume a submissive role. Although young ladies are attaining a greater degree of liberty, going out with a young man without a proper chaperone is frowned upon.

Devotion to the Theater and to Sports

The theater, both in the form of stage and film presentations, is popular among Spaniards. American-made movies with Spanish sound tracks are more popular in the cities; Spanish-made films are more popular in the small towns and villages.

Young people enjoy playing "fútbol" (soccer), a sport which is as popular in Spain as baseball is in the United States. Bullfighting, however, is still the national sport.

Some Characteristics and Behavior Patterns of

Spanish Americans

The following outline of some of the traits and behavior patterns characteristic of many Spanish Americans is intended only as a guide to the types of material which might appropriately be presented to classes to give pupils an insight into some of the qualities and mores of the peoples whose language is being studied. The outline is not intended to be complete and is accurate only insofar as broad generalizations characterizing peoples of many nations, social classes and races can be accurate. It is hoped that teachers will expand this type of material for presentation at appropriate points during the course.

General Attitudes

Mental Values

Latin Americans generally have higher regard for mental values than for material ones. The acquisition of material possessions is generally less important than considerations such as romance, beauty, courtesy, graciousness and intellectual interests. They are apt to give greater value to a smooth turn of phrase, a gracious gesture, or a line of poetry than to well-made material object or a piece of machinery.

National Pride

They prefer to be known as Mexicans, Chileans, Argentinians, Uruguayans, etc., than to be grouped together as Latin Americans or Spanish Americans.

Admiration for North Americans

Latin Americans admire many traits in North Americans, particularly our sincerity, candor, honesty, joyfulness and punctuality. They also admire the cooperative spirit of North American daily life.

Characteristics

Geniality Devotion

Latin Americans are generally congenial, kindly and warm in their personal relationships.

They are deeply devoted to those whom they have accepted as true friends. Since they consider true friendship sacred, they sometimes go to what we might believe are extremes of devotion.

Sensitivity	Because of his keen sense of personal pride, the Latin American does not take adverse criticism objectively. His sensitivity to criticism may lead him to become angry, bitter and revengeful.
Hospitality	Latin Americans are proverbially hospitable. The phrase, <i>ésta es su casa</i> , is frequently heard. While he does not intend that his guest take him literally, the Latin American indicates his general attitude by using this expression.
Ceremoniousness	It is customary for Latin Americans to be ceremonious in both business and social relationships. This ceremoniousness has sometimes been interpreted by North Americans as procrastination or lack of sincerity and directness.
Courtesy	True to the Spanish tradition, courtesy is characteristic of all classes of society, from the humblest to the most educated and cultured. Custom frequently demands obedience to rules of courtesy that are more complex than our own.
Interest in Romance	Many Spanish Americans regard love as the most important thing in life. For a while, only half the postage rate was required in Venezuela for love letters mailed in pink envelopes.
Love of Language	Latin Americans are fond and proud of their language and use it lavishly. Conversation plays an important role in their lives. They are also fond of poetry, and respect those who write it. Businessmen may sometimes be found writing poetry during business hours.
Love of Gesture	Along with the lavish use of language, the use of gestures is widespread. Some gestures have definitive meanings.

Love of Music

Music forms an integral part of the daily life of Spanish Americans and is heard constantly in cafés, in homes and in the streets. It is often impromptu in character.

Dignity

Latin Americans are conscious of personal dignity. They do not enjoy practical joking. Members of the upper classes and even of the middle class avoid carrying packages.

Unhurried Tempo

As a rule, the Latin American dislikes haste and therefore does not respect punctuality in the same sense as do North Americans. He is punctual on special occasions, such as at the theater, bullfights and important business appointments.

Behavior Patterns

Home

The Latin American considers his home his sanctuary. He is devoted to his family and considers that his first duty is to protect his home life against intrusion.

Food

He generally eats more and takes a longer time for his meals than his North American counterpart. Dining, whether at home or in a public place, is considered important, and is attended by a certain amount of seriousness and ceremony.

Attire

In general, people of the middle and upper classes are somewhat more formal in their attire than North Americans, especially when they appear in public places. Latin American women of the upper classes are noted for their "chic."

Sports

Latin Americans are fond of sports and indulge in a variety of them. Bullfighting is popular in some countries - Mexico and Venezuela, for instance - but is prohibited in a number of other countries, as, for example, in Uruguay. Cockfighting is generally well liked by the masses of the people, and "fútbol" and baseball are growing in popularity. Other sports, such as basketball, swimming, boxing and horse racing have their place in the lives of Latin Americans.

Theater

In the larger cities operas, plays and concerts are well received. Motion pictures are also popular.

Parties

Group gatherings provide most of the entertainment for the majority of the population. Family parties are frequently and, since families are large, birthdays, baptisms, anniversaries and other group functions are well attended.

People enjoy attending parties, and even the poorer homes are sure to have a room where parties can be held.

The Modern Language Handbook contains additional useful information.

APPENDIX

PROFESSIONAL ORGANIZATIONS AND PUBLICATIONS

Educational Exchange & Training Branch
Office of HEW
Washington 25, D.C.

National Federation of Modern Language Teachers Associations
Modern Language Journal (\$4.00 a year)
7144 Washington Avenue
St. Louis 5, Miss.

Modern Language Association of America
P.M.L.A. Journal (\$7.00 a year)
6 Washington Square North
New York 3, New York

The American Association of Teachers of Spanish and Portuguese
DePauw University (\$4.50 a year)
Greencastle, Indiana
(L.H. Turk, Secretary)

The American Association of Teachers of French
The French Review (\$5.00 a year)
Davidson College
Davidson, N. Carolina
(George B. Watts, Secretary)

The American Association of Teachers of German
The German Quarterly (\$4.50 a year)
Syracuse University
Syracuse 10, N.Y.
(Herbert H.J. Peisel, Business Manager)

Language Learning
(A Journal of Applied Linguistics)
English Language Institute
University of Michigan
Ann Arbor, Mich.

"PROPHECIES"

WILLIAM RILEY PARKER, Head of the FL Section, U.S. Office of Education, in his third edition of "The National Interest and Foreign Languages" prophesies the following:

1. The audio-lingual (listening-speaking) approach to FL teaching will be generally adopted at all levels, and it will bring students more quickly and surely to direct reading (without decoding) which in turn will make literary analysis and appreciation possible at an earlier stage.
2. More attention will be paid, in FL teaching, to listening comprehension as a primary, separable learning process, basic to speaking skill and motivating it.
3. Audio-visual "machines" will make it possible for the FL teacher to instruct more beginning pupils, but in smaller classes, in the same number of contact-hours as now.
4. Informal education (travel, international conferences, organizations, TV, radio, the press, movies, libraries) will play an ever-increasing part in FL learning -- as, indeed, in other aspects of formal education.
5. Both Latin and German will stage a striking comeback in American education, and Portuguese will vie with Spanish in popularity at all levels.
6. A semi-independent National Language Foundation (comparable to the National Science Foundation) will be established and financed by Congress, entrusted with (among other things) the development of a large reservoir of native Americans with mastery of FL's, and continuing research and experimentation on language learning.
7. There will be promising experimentation with pre-school FL learning by means of disc recordings, tape, and TV, and there will be research on the sociological and linguistics effects of this experience upon the subconscious mind.
8. Research will prove that second-language learning can safely and profitably begin as early as kindergarten or the first grade, and many elementary schools will introduce an FL informally at this level, soon coordinating and confirming the experience with the learning of numbers and with certain aspects of social studies.

9. Eight-and ten-year sequences of FL study will become common in the public schools.
10. FL high schools will be established in many of our larger cities, accepting those who have demonstrated linguistic aptitude in elementary schools, and teaching in an FL many of the normal high school subjects.
11. Senior-year refresher courses in FLs for the college-bound will be offered in all but the smallest high schools.
12. Study abroad for credit, before the senior year, will become common in American high schools, public and private.
13. The better colleges and universities will require demonstrated proficiency (not high school "units") in an FL for entrance, and demonstrated proficiency in a second FL (often non-Western) for graduation.
14. The liberal arts objectives of FL study will become in ascending order of importance, literary analysis, knowledge of a foreign literature, knowledge of a foreign culture, and knowledge of the nature of language. (The last will be most stressed, not only because of its educational value, but also because it expedites the learning of additional languages as the student later finds need for them.)
15. Most major universities will offer instruction in 40 to 50 different languages.
16. University language and area centers will add the historical dimension, and the more important ancient languages will be studied by many.
17. Certification of all elementary and secondary school teachers of FLs will depend upon scores made in proficiency testing of the four language skills and other factors, and unless the skills have been otherwise acquired, a college "major" in an FL will (as a minimum) be expected of all persons intending to teach it. (College teachers, since they will be responsible for training those teaching at lower levels, will be required to demonstrate superior proficiency in the four language skills, including near-native accent and fluency.
18. Study of contrastive structural analysis (English compared with a specific FL) will be required of all future FL teachers.
19. Graduate research for the Ph.D. in an FL will encompass, not only literary history and literary analysis (as now), but also pure and applied linguistics, and language teaching methodology.

QUOTES AND COMMENTS

"The ideal ultimate goal of FL-study is enlightened participation in a foreign culture as it is communicated through language."

1963 Northeast Conference on Teaching
of Foreign Language

"Wherever it (FL study) begins, it should continue without interruption."

MLA Journal, October 1960

"The aim should be practice that reduces the mechanics of the language to habit, rather than a conscious searching for what might be correct."

Language Learning, March 1961

"The rule is a summary of the habit. The sooner a rule is forgotten, because it is absorbed and dissolved in a habit, the better."

MLA Journal, November 1961

From the NASSC Journal:

Students who have real difficulty handling the first year of a language should be advised against continuing with the subject.

Once it is elected, and success demonstrated, the student should be urged to continue the prescribed sequence of study in modern foreign language.

We recommend that students exceptionally proficient in language be encouraged by principals and counselors to elect the study of a second foreign language whenever possible while continuing the first.

Paul Glaude:

(concerning the dropping of students)
Evaluate the situation and take appropriate action.
We are not after "more". We are after "more better".

There is a very simple solution to the problem of helping students who failed the French III examination last June. It can safely be assumed that the majority of these pupils were not strong in French, and that they should not, therefore, be attempting to obtain a major sequence in French. These pupils may be aided in obtaining three units of Regents credit for French under Group III (elective and not major sequence) by passing a local examination.

"Since all human beings do not have equal capacities to acquire linguistic skills, we **must** be sure to grade foreign languages in the curriculum so that under proper guidance those gifted for oral mastery shall have equal opportunity to lend their gifts free reign. Those more inclined toward reading and less toward oral mastery should have equal opportunity to develop their talents and indulge their tastes for reading.

MLA Journal, October 1961

"FL Teachers in American Schools find it necessary to teach the fundamentals of language structure to beginning FL students, if they wish them to have such a background. But at the 5th grade level in Europe, pupils were already expected to understand the terminology that identified parts of speech and other language components.

ASSP Journal, March 1960

"It is recommended that new text materials adequately implementing the new approaches be acquired by schools as soon as possible."

NYSED Bulletin

(Regarding FLES): "It is absolutely essential to insure that.....the language be taught every day in at least the first year and that the program be continued from the starting grade through grade 12."

NYSED Bulletin

Once the oral work has been thoroughly practiced, the spelling of spoken forms may be learned by dictation techniques. It is not necessary to wait until a specific number of units have been mastered orally before introducing the written text. If the teacher does not present writing soon enough, the student will invent his own writing system.

"Audio identification is absolutely essential to the design."

"Regardless of the level, the vocalizing-analogizing process for all new structures is the same:

1. audio-presentation
2. audio-identification
3. statement or discovery of structural rule
4. pattern drill going from mim-mem to response
5. natural use in communicative context"

1963 Northeast Conference

"In the upper elementary grades.....pupils usually begin with writing activities such as copying or putting labels on maps, charts, cartoons, and bulletin board displays.....The child is not expected to write anything which he does not already understand and read well.....He will reproduce or link together only those sentences with which he is thoroughly familiar."

MFL's in the Elementary Schools p.62
Department of HEW

MFL CURRICULUM GUIDE
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